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ABSTRACT

The guide is designed as an analysis of current practices in teacher education to help educators deal with learning and behavior problems in the regular classroom. Special emphasis is directed to Teacher Corps staff. Chapter 1 reviews the concept of collaborative planning and notes its importance for the special education coordinator at an institution of higher education or local education agency. Examples of teacher competencies developed by several Teacher Corps projects are provided, and a rationale for competency development is presented (sample competencies listed). Procedures involved in successful needs assessment are reviewed. Elements of promising preservice education Teacher Corps programs are described, including content area objectives, suggested course structure, and opportunities for integrating knowledge. Inservice education considerations are examined, and a competency based approach is discussed. Planning for inservice is emphasized, and common threads of several Teacher Corps inservice approaches are noted. Included among four appendixes are a glossary of special education terminology and lists of teacher competencies. (CL)

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TEACHER CORPS

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RESPONDING TO VARIABILITY AMONG EXCEPTIONAL CHILDREN

VOLUME II PRESERVICE AND INSERVICE EDUCATION

BY PHILIP H. MANN
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A GUIDE FOR TEACHER CORPS' EXCEPTIONAL CHILD EDUCATION: PRESERVICE AND INSERVICE TRAINING

By Philip H. Mann

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PREFACE

This guide is designed to present an analysis of current practices and procedures in teacher training that will enable educators to be more effective with students with learning and behavior problems, including the gifted, in regular classrooms. One important area of concern is skill or competency development that pertains to the different role groups who will be working with these students. These groups include administrators, teachers, support personnel, and noninstructional groups such as parents. Competency development from an exceptional child education orientation will be addressed for two levels of training in this volume:

1. Preservice:

   The development of a level of professional attainment in the preparation of new teachers who will be entering the field. This includes interns who are in the process of developing a broad base of skills.

2. Inservice:

   The development of another level of professional growth by individuals who are already employed in educational positions and who are continuing to improve their expertise as a part of the process of continuous lifelong learning or continuous self-development.

Public Law 94-142 is having a profound and far-reaching effect on both the philosophy of education and the delivery of educational services. The conditions that result from this legislation require

public schools to develop new approaches to educational services for students with special needs. Given that additional responsibilities are being imposed on regular educators to mainstream students with special needs, there is the concomitant need for continuous training for teachers in the field as well as a reexamination of the kind of training that is being provided to new teachers entering the teaching profession. What are these new roles, responsibilities, and competencies? What should entry level educators be prepared to accomplish with students exhibiting a broad range of variability?

Education is moving toward the development and implementation of commonly held goals within a social system of diversity which emphasizes the need for respect for individual differences, beliefs, and cultural heritage. There are many opportunities for both upgrading of competencies and sharing of learnings. Programs such as Teacher Corps function as a vehicle by which the teaching profession can focus extensively on the quality of services that are offered to all students in the schools with emphasis on those from low-income areas. The process of redesigning teacher education at both the inservice and preservice levels involves the necessity of having to go through a period of growth and development.

Individuals involved in the different aspects of teacher education including Teacher Corps project staff, local education agency personnel, state department staff, and schools of education staff will find different parts of this guide useful in planning for training programs and for reexamining existing practices.

Philip H. Mann

CHAPTER 1

DEVELOPING COLLABORATIVE RELATIONSHIPS

Educators are continually trying to determine the most productive relationships for addressing current preservice and inservice training needs given existing school conditions and political and economic realities. Those who require, authorize, and produce resources from which power originates and is directed toward training must be accounted for within the context of the planning process. School staff, central office administration, school board members, state department personnel, university staff, parents and community representatives all have interests in the type, quality, and amount of training that is needed as well as the individuals, organizations, or agencies who will deliver the training. These interest groups should be included in the resolution of barriers that can prevent the implementation of the kinds of training that will provide educators with the opportunities to gain the competencies necessary for educating students with unmet needs in regular classrooms. Students with unmet needs are defined as those who exhibit a broader range of variability in terms of learning and behavior problems including those identified as having special needs. A glossary of terminology in the area of special needs will be found in Appendix A.

Collaboration, as a unifying concept, should extend beyond cooperation for purposes of developing criteria for joint decision-making about training needs. It must focus on critical needs that respond to legislative mandates and include activities that reflect a genuine and effective response to students' needs.

Success in Teacher Corps programs that have effectively implemented exceptional child education procedures appears to be directly related to the ability of special education support personnel to operate as an integral part of existing structures and procedures. Several important ideas can be extrapolated and include the following:

1. Activities of the exceptional child education area should complement and reinforce ongoing training programs in areas involving students with unmet needs. Cooperative inservice activities, for example, should be initiated so that excessive overlap with local school system activities will not result in unnecessary duplication.
2. Several interest groups within schools other than special educators have specialized expertise and can provide training to educators and parents with regard to students with learning and behavior problems. Reading specialists and psychologists, for example, should be included as part of a joint planning effort in areas dealing with staff development. In addition, there are structures such as intermediate training units and teacher centers attached to local education agencies that are already in place and should be involved in cooperative planning.
3. Parents and community representatives should provide a voice in the decision-making process.

4. Teacher organizations can provide direction to those who design training activities.

5. The Special Education Coordinator, or person who assumes that role, should work within the recognized organizational hierarchy of the school in terms of training activities involving students with special needs.

6. The organization for change within the structure of colleges and universities is somewhat different from that of local school districts. The line of authority at the institution of higher education must be understood so that plans for particular training activities will be coordinated with existing procedures and agenda especially with regard to who will design courses and who will teach these courses. Institutions of higher education staff will find that political issues must be considered along with educational concerns.

Attention to these considerations, particularly in areas dealing with collective planning and group decision-making, will reduce resistance to maintaining the status quo. Concerns about training should be directed by a common goal, that of increasing the practitioners' knowledge base and hence enhancing their performance with students.

Collaborative Planning

Effective organization and management of any training activity must consider the delineation of roles and responsibilities as well as the determination of linkages that should be developed and nurtured among different groups for the most desirable outcomes. The Special Education Coordinator, or person assuming that role, is viewed as both a change agent and as a contributing member of an organized interdepartmental cooperative effort in areas of teacher education. In keeping with this orientation, he or she must address simultaneously in the area of student variability, consumer needs, educator competencies, and certification standards. By playing a "broker role", the Special Education Coordinator collaborates with representatives from many groups to develop a range of training activities for both teachers and parents (community).

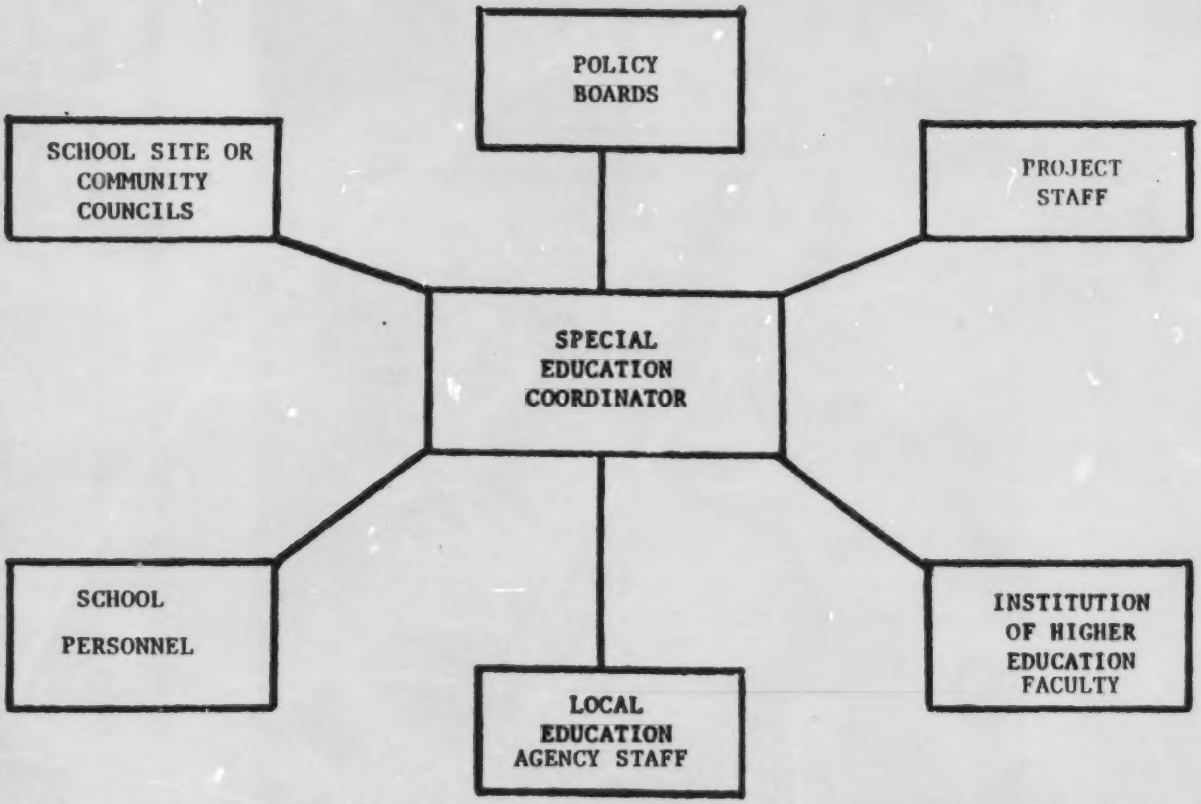
Figure 1.1 is a graphic representation of the various components of a Teacher Corps project and can be used as a frame of reference for general planning for training. It depicts the Special Education Coordinator and the possible relationships that could be established.

The Special Education Coordinator interacts with school staff in developing activities that reflect the training needs of all of the participants of a particular school. This interaction can result in benefits to the project in terms of training information, sharing of materials, and institutionalization of program elements in the school system, the institution of higher education, and the community.

As a member of a school of education faculty at an institution of higher education, the coordinator is responsible for developing

Figure 1.1

PERSONNEL PLANNING RESOURCE CHART FOR ORGANIZATION AND MANAGEMENT



PLANNING PROGRAM - DESIGNING PROGRAM - IMPLEMENTING PROGRAM - EXTENDING PROGRAM - EVALUATING PROGRAM

activities that will result in collaboration among the staff. Special education faculty should also become involved in schools by offering courses, modules, workshops, institutes, developing materials, and participating in meetings.

The following are general activities that should be a part of the Special Education Coordinator's role at the institution of higher education.

1. Planning and initiating activities for staff development at the institution of higher education in areas dealing with students with special needs including the gifted.
2. Planning and initiating courses, modules, and workshops, utilizing institution of higher education staff in the schools.
3. Sharing information with deans, department chairmen, and other faculty members in areas related to exceptional child education.
4. Strengthening of linkages among the different departments within a school of education and across disciplines through the activities related to exceptional child education.
5. Planning for training of interns and for the development of competencies for regular educators enabling them to be more effective with students with special needs.
6. Planning for a continuum of training activities extending from preservice through inservice

education in areas dealing with students with special needs.

SUMMARY

The Special Education Coordinator at an institution of higher education or local education agency has to establish his or her specific roles and responsibilities in areas of training. These responsibilities can entail a variety of activities including planning with teachers and staff for needs assessment, organizing and providing inservice training activities, functioning in a consulting role in areas of training, and being available to principals who are seeking ways to improve their staff development activities in the area of students with special needs.

The following practices regarding the Special Education Coordinator and the local school district are deemed important.

1. Utilizing other special education resources within the local school district for training purposes.
2. Establishing good working relationships with the local education agency central office staff particularly during the planning stages of training activities.
3. Developing with school site councils priorities in terms of the content of training for effectiveness for students with unmet needs.
4. Understanding organization of the school so that the most cogent elements necessary for effective participation can be identified.

5. Establishing a sequence of planning procedures that include a comprehensive needs assessment program.
6. Systematically identifying and gaining support for program outcomes, procedures, and resources.
7. Identifying and contacting potential resources.
8. Personalizing and monitoring all activities and documenting all procedures.
9. Being prepared to respond to important factors that will affect inservice training concerns such as:
    a. New requirements in credentialing (certification) and changing legislation.
    b. Trends in the development of competence for teachers.
    c. Availability of resources regarding students with special needs.
    d. New developments in teacher education in terms of adult learning strategies.
    e. Changes in the attitudes of faculties of institutions of higher education.

CHAPTER 2

EDUCATORS' COMPETENCIES AND STUDENT VARIABILITY

Students exhibiting special needs, in keeping with the mandates of P.L. 94-142, are to be educated in least restrictive environments. The majority of these students will spend a part of their school day in regular classrooms and the responsibility for instruction in the different subject areas will rest upon general educators as well as special educators. The identification of common areas of knowledge and a finer delineation of particular behaviors that are necessary to teach these students should be a part of the repertoire of all educators. Today many arenas of teacher education are developing generic skills for all educators in anticipation of the need for a more effective response to student variability and cultural diversity. Generic skills are being envisioned as the foundation of basic pedagogy for the teaching profession. There is, however, no clear consensus as to exactly what the common base of competencies or skills should be and how they should be prioritized.

Educators are continually ascertaining the kinds of knowledge, skills, and practices that are more critical in terms of educating the students within the purview of their particular concern and responsibility. Once these competencies have been identified, the process of developing, implementing, and monitoring the procedures by which they are then attained becomes a major next step. It is also important to identify and document the indicators by which the expected professional growth and development has been realized.

Training of school personnel to deal with variability is a part of the overall plan for the professional growth of the participants.

Projects are determining the kinds of generic skills that are necessary to respond more effectively to students with special needs in regular classrooms. Teachers are encouraged to understand and deal with the conditions that impede learning, as well as how children learn so that instructional programs can be matched with learning styles. Lack of understanding of learning processes in terms of variability and cultural uniqueness could vitiate the effectiveness of programs that are trying to accommodate to the individual needs of the students.

The whole concept of variability and competencies for general educators can be dealt with in two ways:

1. Delineate competencies for all educators who will be teaching students with special needs including the gifted and talented as a separate category of skills for each area of handicapped. For example, there could be a general list of competencies in the area of analysis of student behavior for the general population of students and then a separate list of competencies could be developed for the analysis of student behavior in the area of deaf and hard of hearing, blind and partially sighted, learning disabled, mentally retarded, etc. The implication here is that these are all separate and mutually exclusive categories.
2. A more efficient and suggested way of dealing with competencies in the area of variability (special needs including the gifted) is to expand

the definition in major competency areas or domains such as student assessment to include the different areas of handicapped. The underlying assumption is that educators who are well-grounded in the general theory and practice of the basic competency areas can gain additional skills within the same areas enabling them to better assess and program for the academic needs of all of the students in their classrooms including those with special needs and the gifted.

COMPETENCY DEVELOPMENT IN TEACHER CORPS PROJECTS

Several Teacher Corps projects have developed activities worthy of extrapolation and documentation in terms of value to all programs.

A list of teacher competencies was developed in the Arizona State University project by a Staff Development Task Force comprised of teachers (representing both regular and special education), administrators, parents, paraprofessionals, interns, community representatives, correctional site staff, and Teacher Corps central staff. The work of the Staff Development Task Force was refined by a University level committee, representing three departments: Educational Technology, Special Education, and Secondary Education. This professional Development Committee which included the Dean of the College of Education and the three department heads met with the Teacher Corps staff to plan a competency continuum at the preservice, inservice, and paraprofessional levels of training. The continuum is concerned with those at the Pre-teaching level (non-teachers), Basic

Teaching level (those entering the profession), and Advanced Teaching (proficiency beyond entry level).

Conditions under which the competencies were intended to be demonstrated included:

- school location in an inner city area
- an ethnic mix of Mexican-American and Black students
- students from low socioeconomic levels
- students with records of delinquency or school absenteeism
- students with reading levels ranging from 1st through 12th grade

The teacher competency list (Appendix B) included the following:

I Instructional Competencies

- A. Subject Matter Specialist (6 competencies)
- B. Planning Instruction (8 competencies)
- C. Implementing Instruction (9 competencies)
- D. Evaluating Instruction (3 competencies)

II Personal/Interpersonal Competencies

- A. Interacting with Students (8 competencies)
- B. Counseling and Advising Students (5 competencies)
- C. Interacting with Others (6 competencies)
- D. Developing Self (4 competencies)

III Professionalism Competencies

- A. School Program Responsibilities (8 competencies)
- B. Community Responsibilities (4 competencies)
- C. Teaching Profession Responsibilities (4 competencies)

The Arizona State University personnel have developed an assessment process to determine the initial level of competency and training progress. The document "Assessing Instructional Competence" by Muriel J. Bebeau elaborates on this process.

San Diego State University developed a list of competency areas for "special education training for regular educators" that included the following:

1. Assessment
2. Expressing children's characteristics as needs
3. Recognizing similarities/differences of exceptional/nonexceptional students
4. Use of nondiscriminatory assessment
5. Production and evaluation of objectives based on IEP
6. Use of diagnostic/prescriptive materials
7. Modifying curriculum based on diagnostic information
8. Promoting pupil growth and interpersonal relationships
9. Communicating information nonthreateningly
10. Knowing about enabling legislation

The Michigan State University/Lansing Teacher Corps Program has assimilated the Exceptional Child Component to the extent that it is difficult to separate it from the other elements of the program. Emphasis was placed on the development of competencies in assessment (through observation), data collection, planning, implementation, record keeping, and reassessment. The following outline is expanded in Appendix B.

The Tasks of Teaching

Assessment

Data Gathering

Data Analysis

Communication

Decision-making

Goal Setting: Objective Specification

Goal Identification

Determine In-Class Analogue

Make Goals Explicit

Communication and Negotiation

Strategies: Planning and Implementation

Decision-making

Prepare Strategy

Implement Strategy

Evaluation of Assessment

Select Instruments for Evaluation

Prepare Evaluation Instruments

Gather Relevant Data

Analyze Data

Communication

The University of Nebraska/Lincoln has developed a Teacher Competency Profile (Appendix B) that includes the subareas

Chapter I Diagnosis and Planning

Chapter II Learning Director

Chapter III Assessment

Chapter IV Humanizing Agent

Chapter V Professionalism

Chapter VI Subject Area Leadership

They also developed a list of classroom teacher competencies (Appendix B) in areas dealing with special learning and behavior problems to include:

I Defining and Assessing Problems

II Solving Problems

III Reinforcing and Controlling Behavior

IV Measuring Progress

V Requesting Help

Norfolk State University has developed a series of objectives and competencies in the area of educating students with special needs for parents, experienced teachers, and college staff.

Primary Objectives

1. Experienced teachers, interns, and college staff will utilize the findings of the needs assessment to design and implement activities to meet the special needs of children.
2. Experienced teachers, interns, and college staff will develop attitudes and skills necessary to employ an interdisciplinary approach to meeting the special needs of children. Knowledge of resources available from special educators, psychologists, social workers, sociologists, and medical services personnel will be developed and utilized.

3. Experienced teachers and interns will develop and demonstrate skills and attitudes necessary for the identification, diagnosis, and prescription of learning/teaching activities for children with learning and behavioral problems in the regular classroom.

Norfolk Teacher Competencies for Experienced Teachers and Interns

Upon completion of the Exceptional Child activities of the Teacher Corps Project, elementary education teachers and interns will be able to demonstrate the knowledge, skills, and attitudes listed below:

1. Use formal and informal assessment strategies to diagnose pupil strengths and weaknesses.
2. Use appropriate data gathering skills (observing and recording) and data analysis skills needed to identify potential causes and consequences of pupil behavior.
3. Use direct observation skills to identify and interpret classroom behavior problems, and to help determine individual children's abilities, disabilities, learning styles, self-concepts, and interests.
4. Prepare individual prescriptions and learning activities for a given child in order to meet a specified need or to develop an identified skill.

5. Employ strategies which give continuous feedback to children.

6. Use the principles and strategies of behavior modification to help children achieve the desired behavior patterns.

7. Apply management systems which permit maximum freedom for the teachers and children in dealing with classroom routines, record keeping, and evaluations.

8. Manipulate the educational environment-materials and media-as well as the physical setting so that children develop a success syndrome.

9. Modify available space to develop learning centers, interest stations, free space, privacy stations, and other study areas.

10. Exhibit understanding of the relationship between teachers' affective behavior and achievement levels of pupils.

11. Interact effectively with parents and other professionals in focusing on the needs of a given child. (Psychologists, social workers, resource personnel, school-community workers, helping teachers, guidance counselors, librarians, and other teachers on the team.)

12. Employ strategies that involve parents and the community in broadening the definition of school and the curriculum.

13. Use the resources of the urban community - human and physical - to increase motivation and raise the achievement of the learner.
14. Use the interdisciplinary instructional team as a source of resources to assist in the provision of service to the exceptional child.
15. Use the appropriate interdisciplinary and multicultural materials, experiences, and personnel to assist the exceptional child.

Norfolk Parent Competencies

Upon completion of the Exceptional Child activities of the Teacher Corps project, parents will be able to demonstrate the knowledge skills and attitudes listed below:

1. Use informal assessment instruments based on growth milestones that are determined by age, sex, weight, and other factors.
2. Use appropriate data skills for observing and reporting skills that will facilitate early identification and appropriate action by professionals.
3. Employ strategies that will assist professionals, paraprofessionals, and others in teaching the child.
4. Use the principles and strategies of behavior modification to help children achieve the desired behavior patterns.
5. Use the resources of the interdisciplinary instructional team.

6. Use the resources of the urban community, both physical and human.

Portland State University has developed a series of Performance Outcomes for Teachers (Appendix B) that include such goal categories as:

Diagnosing

Planning

Instructional Implementation

Evaluation of Learning

Pupil Management

Human Relations

Professional Awareness

For each category there is a goal statement. For example:

Goal Category: Diagnosing

Goal Statement: 1.00 Diagnose the learning, emotional, and physical characteristics of the pupil(s).

Further, for each goal statement there are performance outcomes and sample indicators for verification of these outcomes.

In analyzing the various procedures in the projects, it was noted that the educators in the feeder schools as well as interns and other school personnel were given opportunities to express ideas in areas in which they felt a need for additional input in order to improve their competencies in areas dealing with students with special needs.

COMPETENCIES FOR SPECIAL EDUCATION TRAINING: CLEAR TEACHING CREDENTIAL

California (Ryan's Commission) has developed a list of competencies for all teachers as follows:

1. Recognize children's academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities (e.g., auditory, visual, kinesthetic) through formal and informal assessment procedures appropriate for the classroom;
2. Be able to assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs;
3. Recognize the differences and similarities of exceptional and nonexceptional pupils;
4. Analyze nondiscriminatory assessment including a sensitivity to cultural and linguistic factors;
5. Produce and evaluate short and long term educational objectives based on Individualized Education Program goals;
6. Utilize various diagnostic/prescriptive materials and procedures in reading, language arts, math, and perceptual motor development when appropriate;
7. Apply diagnostic information toward the modification of traditional school curriculum and materials for selected children;
8. Identify and teach nonacademic areas;
9. Promote pupil growth and awareness in inter- and intra-personal relationships with students;

10. Be able to communicate appropriate information in a nonthreatening manner to teachers and parents;

11. Be able to communicate in a professional manner current enabling legislation dealing with Special Education appropriate for the classroom.

A RATIONALE FOR COMPETENCY DEVELOPMENT

Since the advent of P.L. 94-142, events suggest that competencies for all educators must be broadly defined to encompass the concepts of variability in learners and cultural uniqueness. A review of competency statements from a variety of programs suggests organizing competencies into two major classifications: student specific competencies and student related competencies.

1. Student specific competencies include those skills that are necessary for effective educator-student interaction in day-to-day academic activity. These involve
   a. the analysis of student behavior
   b. the individualization of instruction
   c. the management of learning environments
2. Student related competencies include the generalized skills that are necessary for establishing an effective school climate that go beyond student specific areas of consideration. These involve
   a. school community relations
   b. school student (general) relations

c. school staff relations

d. personal and professional competency

e. evaluation and research skills

Within the context of this Guide both student specific and student related competencies will be dealt with from the frame of reference of student variability and cultural uniqueness. The umbrella heading of variability will include students with special needs as well as the gifted.

I Student Specific Competencies

Areas that are more student specific, e.g., related to direct teacher-student interaction, appear to be receiving a great degree of attention nationally. These are the generic skills that all educators should exhibit in order to be more effective in direct student-educator relationships or in situations that are directly related to learner behavior. Within this category there are three primary areas: (see Figure 2.1, page 23, Matrix of Student Specific Competencies)

a. Analysis of Student Behavior encompassing such constructs or areas as diagnosis, student assessment, student evaluation, and the decoding of cognitive or learning styles as well as areas within the affective domain.

b. Individualization of Curriculum and Instruction encompassing curriculum content related to instructional or learning objectives, instructional alternatives, and the myriad of material resources

Figure 2.1

MATRIX OF STUDENT SPECIFIC COMPETENCIES

	Design	Implement	Participate	Extend	Evaluate
Analysis of Student Behavior	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated
Individualization of Instruction	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated
Management of Learning Environments	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated	Competencies to be delineated
	Knowledge and Performance	Knowledge and Performance	Knowledge and Performance	Knowledge and Performance	Knowledge and Performance

NOTE: The Matrix provides a frame of reference for the development of a broad range of student specific competencies that will include variability and cultural uniqueness.

that are necessary for expected learning outcomes to be accomplished.

c. Management of Learning Environments encompassing such things as behavior management and classroom organization and management alternatives that have student specific application, e.g., individual guided education, mastery learning, team teaching, and the use of resource and support personnel.

The Matrix of Student Specific Competencies (Figure 2.1, page 23) indicates a breakdown of the three major competency areas. The boxes are areas in which individuals can develop their own definitions of competencies. In delineating Knowledge and Performance competencies for educators under each of the three major areas (Analysis of Student Behavior, Individualization of Instruction, and Management of Learning Environments) five basic subareas of competency development are suggested.

1. Competencies in designing programs in each major area.
2. Competencies in implementing programs for each major area.
3. Competencies in participating with others in team approaches within each area.
4. Competencies in extending each of the areas to the home and community.
5. Competencies in evaluating each of the subareas of competency development.

A more precise definition of the competency subarea is as follows:

Competency Subarea Definitions (Student Specific Competencies)

Design: The ability to plan for and design programs in the particular areas that are indicated in the matrix. The design skills must be related to student specific activity.

Implement: The ability to implement programs in the particular areas indicated in the matrix. The implementation skills must reflect student specific activity.

Participate: The ability to participate with others in team relationships in the area indicated as they relate to student specific activity.

Extend: The ability to extend student specific information or activity to the parents (guardians) and community. This includes the ability to elicit parent and community involvement in the areas indicated.

Evaluate: The ability to evaluate all aspects of content and processes in the subareas indicated under each of the three major competency areas. These are general evaluation skills that can apply to the evaluation of any area of concern.

Examples of Student Specific Competencies

The following are just a few examples of competencies that have been expanded to include student variability and cultural uniqueness.

MAJOR COMPETENCY AREA: Analysis of Student Behavior (see Matrix, page 23)

With consideration given to students exhibiting a broad range of variability and cultural uniqueness, the educator will:

1. Plan and design a student assessment program that will assess the abilities, achievements, and social-emotional development of the learners.
2. Implement a program of individualized analysis of student behavior that includes the following:
   a. Administration of assessment devices in academic, social-emotional, interest, and vocational areas.
   b. Interpretation of assessment information in academic, social-emotional, interest, and vocational areas.
   c. Application of assessment information in academic, social-emotional, interest, and vocational areas to curriculum and instruction.
3. Participate in team approaches to student assessment that include planning, designing, and implementing of assessment programs.

4. Extend the principles and outcomes of individual assessments through participation in collaborative efforts with the home and community.

5. Evaluate his/her own knowledge and performance in the design, implementation, participate, and extend areas of Analysis of Student Behavior.

MAJOR COMPETENCY AREA: Individualization of Instruction (See Matrix, page 23)

With consideration given to students exhibiting a broad range of variability and cultural uniqueness, the educator will:

1. Design individualized academic programs for students exhibiting different learning rates and styles utilizing appropriate materials and instructional techniques including the backup systems needed, should initial strategies be deemed ineffective and/or inappropriate.

2. Implement individualized curriculum and instructional programs in academic, social-emotional, interest, and vocational areas.

3. Participate in shared responsibility or team approaches to prescriptive programming such as the interdisciplinary staffing involved in the planning and implementation of individualized academic programs.

4. Extend the principles, procedures, and outcomes pertaining to individualized curriculum and

instructional programs to parents and community.

5. Evaluate his/her own knowledge and performance in the design, implementation, participate, and extend areas of individualized curriculum and instructional programming.

MAJOR COMPETENCY AREA: Management of Learning Environments

(see Matrix, page 23)

With consideration given to students exhibiting a broad range of variability and cultural uniqueness, the educator will:

1. Design learning environments that consider individual learner needs with respect to mobility and skill acquisition. This encompasses behavior management as well as management of material, use of parent and community volunteers, paraprofessionals, and peer tutors. Included are the development of self-checking systems, continuous progress reporting, use of learning centers, and instructional modification including team teaching, precision teaching, and flexible grouping.

2. Implement behavioral and educational management programs in response to individual learner needs.

3. Participate in shared responsibility team approaches including interdisciplinary staffing involved in the planning and implementation of behavior and educational management programs.

4. Extend the principles and outcomes of planned and implemented behavior and educational management programs to the home and community.

5. Evaluate his/her own knowledge and performance in the design, implementation, participate, and extend areas of the management of learning environments.

II Student Related Competencies

Student related competencies are more generalized in nature and do not lend themselves to the same type of classification system as do the ones listed under Student Specific Competencies. In both cases, however, it will be noted that student variability and cultural uniqueness are included as an inextricable part of each competency area. The examples of student related competencies that follow are appropriate for all students as they have been expanded under the umbrella heading of variability, to include cultural uniqueness and students with special needs as well as the gifted.

MAJOR COMPETENCY AREA: School Community Relations

EXAMPLE COMPETENCIES

With consideration given to students exhibiting a broad range of variability and cultural uniqueness, the educator will:

1. Communicate effectively with parents (guardians) and community in matters concerning school affairs.
2. Exhibit good group process skills in dealing with parents (guardians) and community effectively.
3. Interpret school policy and practices to parents (guardians) and community.
4. Develop a receptive school atmosphere for parents (guardians) and community and encourage their participation in school activities.
5. Collaborate effectively with parents (guardians) and community in developing and implementing programs that reflect multicultural concerns.
6. Collaborate effectively with parents (guardians) and community in planning, developing, and implementing programs that will respond to needs of students exhibiting unmet needs including those with special needs as well as the gifted and talented.

MAJOR COMPETENCY AREA: School Student Relations

EXAMPLE COMPETENCIES

With consideration given to students exhibiting a broad range of variability and cultural uniqueness, the educator will:

1. Demonstrate good individual counseling and group process abilities in response to student needs and concerns.
2. Provide an environment in which students have access to and play a part in school affairs.
3. Demonstrate an understanding of learner needs and inspire motivation in students so they will in turn pursue higher goals.
4. Participate with students in collaborative relationships indicating appropriate leadership in matters dealing with student school affairs.
5. Demonstrate ability to work with students who exhibit cultural and ethnic diversity.
6. Demonstrate ability to work with students who exhibit variability and special needs including the gifted and talented.
7. Demonstrate an understanding of the concepts of handicapped and disabled and of the role and responsibility of the school in programming for handicapped and disabled learners in keeping with current legislation.

8. Demonstrate an understanding about different programs or instructional alternatives for students with special needs including the gifted within least restrictive environments.

MAJOR COMPETENCY AREA: School Staff Relations

EXAMPLE COMPETENCIES

With consideration given to students exhibiting a broad range of variability and cultural uniqueness, the educator will:

1. Demonstrate skills in maintaining effective relationships with subordinates, peers, and superiors in terms of administrative hierarchy.
2. Collaborate with other educators and support personnel in matters dealing with school activity and programming.
3. Participate effectively with fellow educators and support personnel in planning, designing, implementing and evaluating school programs.
4. Stimulate and encourage fellow educators to improve their own skills for effective educational programming for students with unmet needs which includes those with special needs as well as the gifted and talented.
5. Participate in school staff activities that will result in a better understanding of what persons with special needs, including the

gifted and talented have to deal with in today's society.

6. Participate in activities with other educators to design educational programs for students with special needs.
7. Participate in shared responsibility relationships with other educators in implementing educational programs for students with special needs including the gifted.
8. Work with fellow educators to improve academic, social-emotional, as well as leisure time programs for students exhibiting cultural and ethnic uniqueness.
9. Indicate the ability to share responsibilities, talents, and ideas with other educators and support personnel.
10. Demonstrate the ability to work effectively with school support personnel including secretaries, maintenance workers, volunteers, and paraprofessionals.

MAJOR COMPETENCY AREA: Personal and Professional Competency

EXAMPLE COMPETENCIES

With consideration given to students exhibiting a broad range of variability and cultural uniqueness, the educator will:

1. Exhibit the kinds of characteristics that reflect accepted moral and ethical behavior in all activities relating to the school.
2. Periodically assess his or her own professional competencies identifying strengths and weaknesses and the need for further self-improvement.
3. Indicate through teaching and interactions with others a knowledge of current social, political, and educational development that are related to and important for school programming.
4. Participate effectively in professional organizations that endeavor to improve educational services to children.
5. Play a constructive role in the planning, development, implementation, and evaluation of both preservice and inservice training programs for educators.
6. Demonstrate through both knowledge and performance activities that he or she is keeping up with current changes and new developments in his or her particular areas of specialization.
7. Demonstrate an understanding of legislation related to providing services to students with special needs including the gifted and

talented and apply the mandates of this legislation in his or her own particular learning situation.

8. Demonstrate as a part of professional growth and development, that he or she has an understanding of state and federal legislation that affects his or her own job situation through the way they provide educational programs for students and the way they collaborate with others to the same end.

9. Indicate a thorough understanding of school curriculum including content development, adoption, and modification procedures. Basic principles and structure across school lines or organizational patterns should also be understood.

MAJOR COMPETENCY AREA: Evaluation and Research Skills

EXAMPLE COMPETENCIES

With consideration given to students exhibiting a broad range of variability and cultural uniqueness, the educator will:

1. Demonstrate appropriate and effective evaluation techniques and procedures that can be applied to any aspect of his or her professional role in the schools.

2. Demonstrate research competencies that can be applied to data collection, analysis, and reporting that would have application for his or her own job situation and the school in general.
3. Indicate skills in the application of the principles of continuous progress evaluation and reporting in any areas of education applied to his or her own job situation.
4. Demonstrate the ability to derive meaning from research done by other individuals in areas of education.
5. Seek opportunities to collaborate with others in areas involving evaluation and research that can be applied to educational situations.
6. Indicate skills in evaluation that relate to dealing with normative, ordinal, and interval type data analysis as applied to educational research.

Along with the generic competency areas previously discussed, there are additional competency areas that can be delineated for administrators.

ADMINISTRATOR COMPETENCIES AND STUDENTS WITH SPECIAL NEEDS

One important segment of inservice activity involves empirically derived observation and data for purposes of identifying and prioritizing competencies for administrators in areas pertaining

to students with special needs including the gifted. The Special Education Coordinator plays an important role in collaborating with university staff and general education administrators in school systems: (superintendents, assistant superintendents, supervisors, and principals) to delineate the kinds of administrator skills needed to understand and develop school programs for students who manifest a broad range of variability. These skills can be derived in the following manner:

1. Analyze daily activities of administrators as they play different roles and are involved in day-to-day programming for students with special needs as well as with the individuals who are responding to these needs.
2. Analyze the objectives of the school's educational programs to determine how the needs of students exhibiting a broad range of variability are addressed.
3. Survey a selection of public school programs and extrapolate exemplary practices that focus on good administrative procedures within programs addressing students with special needs including the gifted.

Prioritization of competencies for administrators needs to be accomplished before specific kinds of training activities can be initiated. It is imperative that training activities be directed toward responding to identified needs not just to preconceived notions of what administrators should have to be more successful with students with special needs. Competencies in the final analysis should be demonstrated within the context of school based activities.

In addition to the generic competencies previously listed for all educators, there are three additional areas of competency for administrators dealing with organization and management. These competencies are identified as follows:

1. Compliance competencies related to rules and regulations.
2. Management competencies related to the organization of staffing and programming.
3. Leadership competencies that directly affect goal setting and school climate including ways that education philosophy and modeling behavior are established and visible in the school.

Within these categories and with consideration given to students exhibiting a broad range of variability and cultural uniqueness, the administrator will:

1. Indicate a thorough knowledge of legislation and mandates in the area of students with special needs as well as the gifted and talented and organize and manage the school for effective implementation of federal, state, and county policies in these areas.
2. Determine with staff and support personnel alternatives that can be utilized for purposes of carrying out school district policy and procedures.
3. Assure that the rights of all students including those with special needs as well as the gifted and talented and their parents are protected.

4. Assure that all students including those with special needs as well as the gifted and talented have available to them a free appropriate education.
5. State through some written document a philosophy of education that includes meeting the needs of students exhibiting variability and those with special needs as well as the gifted and talented. This document will become the basis by which school policy will be adhered to and implemented, and function as a guide for future program development.
6. Demonstrate the ability to orchestrate/coordinate the various components that represent school programs and activities.
7. Indicate the ability to facilitate the solutions of problems through eliciting the appropriate resources.
8. Demonstrate the ability to designate authority appropriately and will effectively select those individuals who can carry out the policy.
9. Aid in the establishment of the kind of school climate that is conducive to addressing the needs of students who represent different cultural and ethnic populations.
10. Maintain a constant communication and accessibility to school staff and community.

11. Exhibit good conflict resolution skills and a sense of humor in maintaining a healthy school climate.
12. Establish effective school normalization policies in keeping with the least restrictive environment imperative for students with special needs.
13. Integrate all school programs for improved services to students.
14. Determine qualifications and select capable staff matching individuals with specific job functions. This is particularly critical area of concern in programming for students with special needs.

Several important general areas of concern for administrators that are functions of compliance, management, and particularly leadership skills emerged from observations of exemplary Teacher Corps projects to include:

1. Good record keeping; easily accessible indicating adherence to regulations related to due process and confidentiality for all students including those within the classification of special needs.
2. Good evaluative procedures; consideration given to cultural differences, by using criterion as well as norm-reference approaches to assessment.
3. Accessibility to students, school staff, parents and community.

General and special education administrators along with other groups of concerned individuals are developing forums designed to

examine current practices in education and delineate future needs. Opportunities are being provided for the expression of divergent thinking and for the challenge of current school procedures. Outcomes include suggestions for ways to overcome persistent barriers to effective instruction. Another important observation is the fact that administrators need to provide opportunities for the interaction of diverse disciplines that included medicine, psychology, sociology, and anthropology.

Several instances were noted in reviewing programs where linguists were used as valuable resources in terms of providing for understanding of the language correlates, that are involved in learning with students from diverse cultures. Several administrators indicated that other arenas of learning or knowledge are incorporated whenever possible into school activity and programming. This is done in order to increase the capability of the system to deliver better services.

Principals in several exemplary Teacher Corps projects encouraged shared responsibility by the general and special educators in areas involving planning, assessment, and programming for students exhibiting a broad range of variability. In several of these schools there is a trend away from the removal of students to "other settings" for diagnosis and programming and toward meeting the needs of the learners in the settings in which they are presently being educated.

SUMMARY

Alternative procedures are needed that could lead to the improvement of educational programs for all students, including those with special needs being educated in regular classrooms. However, as in any modernization process, there are lags between the conceptualization and acceptance of new ideas, and their actual implementation in training programs. Additional competencies for general educators in areas of special needs students is a case in point. Teachers in training particularly need varied experiences in areas dealing with students with special needs. Training that includes different role groups learning and sharing experiences together has been found to have positive effects on all who participate in these multigroup activities. As collaboration between general and special educators and community becomes a reality, attention should be given to precise needs (competencies) and ways in which training can be utilized to aid the participants to acquire a sense of shared responsibility for the education of students exhibiting a broader range of variability in the regular classroom.

This chapter contains suggested competencies for educators in areas dealing with variability as well as several alternatives for implementing these competencies in both preservice and inservice education. The delineation of competencies is one of the initial steps in the process of needs assessment and must be addressed for both preservice and inservice programs.

CHAPTER 3
NEEDS ASSESSMENT

The importance of needs assessment in inservice training cannot be overemphasized.. Needs assessment is defined as a process by which a perceived and/or real need, if responded to, would improve the performance of the individual in the particular area of concern.

Several analysts view needs assessment as a sociopolitical process as well as a formalized procedure. "To be defensible politically as well as logically, needs assessment is, for the most part, a public and conscious activity that strives to understand the requirements and perspectives of all individuals and groups who are associated with the problem(s) identified. This approach requires collaboration; that is: working together in a common problem-solving effort." (Kuh, Hutson, Orbaugh, Byers, 1979).

Two dimensions of needs assessment are envisioned. The first dimension involves a process by which the important competencies necessary for effectiveness with students with special needs are delineated. This process requires input from different arenas which include administrators, teachers, and parents. Particularly it is important to get input and approval of the specified competencies by teachers since they are most directly responsible for the education of children. After having identified the educator competencies necessary for effective education for students exhibiting variability, needs assessment can then be instituted for the precise delineation of particular areas of concern.

The second dimension involves establishing guidelines by which local school districts can respond to the personal needs of each

educator within the parameters that are delineated by these competencies. Therefore, a needs assessment should be done at the local school district level to determine both the appropriate program content and the manner in which training will be delivered. Taken to its logical conclusion that would result in those who deliver inservice training responding to the needs of teachers in terms of competencies rather than through predetermined course priorities.

Wherever there are problems to be solved or questions to be answered, the concept of precise needs assessment exists. Educators are now being forced into more formalized procedures in programming for students exhibiting a wide range of problems in terms of behavior and learning. They are also being asked to respond to an increasing number of questions about what constitutes an appropriate education. In viewing current trends in education, including P.L. 94-142, there is a need to identify the important areas of training. We need to anticipate what can be helpful to us in terms of responding to the needs of educators who will be programming for handicapped students.

What are the critical needs that are being perceived by educators today? Do these needs reflect their actual needs in terms of impact on students? What is the discrepancy between the articulated needs as stated by teachers and their actual needs in terms of providing educational services to students who are handicapped? We anticipate what could be helpful to us in terms of the kinds of needs that will require immediate as well as long-term responses to programming for students with special needs. The discussion that follows will focus on several important persistent and pervasive issues in needs assessment.

Problem Identification

Problem identification is often conducted in disjointed fashion out of context with or poorly related to the whole education thrust of the school. Needs of teachers, however determined, should relate directly to the requirements for accomplishing the goals and objectives for students subsumed under the tenets of the school's philosophy within the larger community it serves. Good needs assessment should reduce duplication of services, pinpoint descriptively specific deficiencies or problem areas, identify resources, and provide direction to the planning process.

Two major procedural considerations surface in needs assessment (Kuh, et al, 1979):

1. "Who wants to have needs assessment data available? Why? What are the stated and unstated reasons for the study?"
2. "Needs assessment proceeds from a wide-angled view of problems in which ways of gathering information are used, to a focused view of problems in which data-gathering is sharply circumscribed."

Several collaborative resouce models (Lingwood and Morris, 1974; Wallace, 1974; Griffin and Lieberman, 1974) suggest problem identification or diagnosis of needs as a critical step that is early in the linking process of the various elements within needs assessment. Problem identification as a crucial procedure is probably the most important step in the linking process.

While needs assessment is for the most part an element of one of the parts of a problem-solving process, it should be more than

just a process by which we attempt to solve problems. It is also a problem emerging process. In reality, however, most individuals refuse to respond to emerging issues. It's safer to "hang back" and drag your feet until the problem goes away or becomes so critical and the need is so great that you will accept any kind of help from any source. The implementation phase of P.L. 94-142 is a good example of this phenomenon. It seems that the problem solving in schools today as related to needs is for the most part predicated on experiencing the problem itself, i.e., teachers are assigned students with behavior problems first, then they learn how to deal with the problems. In anticipation of this as an emerging need, teachers should be learning how to develop strategies for effective behavior management as a basic generic competency.

Intelligent anticipation of needs based on an analysis of the natural consequence of events and behavior should prevent most of the unhappiness that goes along with failure on the part of teachers and the children within the aegis of their responsibility. Anticipating critical needs as well as problem solving of present crisis situations must be viewed within the parameters of improving self, improving the school, and, finally for long term effects, in improving the system. All three are necessary for positive impact on children.

Planning for Needs Assessment

While planning is often included as a problem area in terms of time, resources, and personnel, it nevertheless provides the process by which validated problems can be prioritized according to the

perceptions of their importance by the individuals involved. Planning should have broad based involvement including administrators, teachers, and community for maximum effectiveness. Good planning provides a vehicle for delineating procedures as well as for developing a systematic and substantive structure for monitoring needs assessment activities. Activities should foster an atmosphere that will focus on data based decision-making at administrative levels as opposed to unilateral "hands on" directives. It is vital to establish communications at the beginning and plan for its continuation throughout the process. It is also important to achieve a commitment from the group in terms of their own responsibilities and products.

Planning and assessment models are often implemented that are complex and many individuals are disappointed because of overexpectation of what they can deliver. Products of such efforts are often superfluous to the desired goals and the processes involved are expensive, too time consuming, or both to be practical. Institutions of higher education and local school districts approach planning activities in a variety of ways. Some planning activities are initiated on the basis of the development of goals and objectives. Others deal with planning activities as a response to crises or critical situations. Still others use planning as a means of mandating needs assessment as part of the criteria for selection and approval of program elements.

Planning through multiple input presents hurdles to be overcome. There is usually concern expressed about the amount of time that such a process will take, the efficiency of the procedures, how to deal

with power brokers with vested interests, and the overall value of the product.

It is axiomatic that leadership is an important part of this process. It is also important that good process people be involved as chairpersons of needs assessment committees particularly in the area of training. This maximizes the benefits to be obtained from the planning process.

Constituent Elements

Who are the power brokers, i.e., the individuals and groups we have to deal with in terms of achieving desired goals in needs assessment? Gaining their support and assuaging their fears are important problem areas to be dealt with as we develop the content and processes involved in needs assessment. The following constituent groups need to be considered:

Administration

General administration personnel, university faculty, and school administrators have traditionally been called upon to plan inservice training. It has been assumed that they have mirrored the competency needs of the teachers in their determinations. Too often, administrators at the local level and at the school building level have become too accustomed to perceiving "need" in relation to emergencies or immediate demands from pressure groups, without determining the relationship of the part (this particular need) to the whole (the overall need) in terms of overall school benefit.

In the local setting, it is usually the principal who is ultimately charged with the responsibility for justifying needs, and

coordinating needs assessment procedures whether they were collaboratively developed or whether they were derived from pressures applied by specific special interest groups, such as those who are advocating the "return to basic skills." A certain amount of independent administrator assessment through observation is necessary in order to substantiate requests for training activities and/or funds.

Teachers

The mainstreaming of students with special needs into regular classrooms has led to consideration of the skills and competencies needed by teachers to effectively teach these students. It has become apparent that comprehensive needs assessment is needed so that appropriate inservice training can be developed that will provide opportunities for educators to learn additional skills and alternative methods of instruction for students with special needs.

It has been stated, however, that effective and successful training programs are more likely to result when training is directed toward the specific needs of the training recipients themselves (Hentschel, 1977; King, Hayes, & Newman, 1977; Rude, 1978). If the teachers involved in inservice training, for example, do not feel a need or desire to change, the content of the sessions will not be assimilated.

A part of needs assessment activity is to plan with teachers for ways to effectively deliver instruction in areas dealing with students with special needs including the gifted. Planning with those who will be directly responsible for the education of students is of

primary importance. Teachers should play a contributing role within the planning process of their own education. Needs assessment should, therefore, be nonthreatening and of the kind that is deemed worthwhile and relevant to the teacher's role in the school, thereby, soliciting systematic participation. Educators as a group are beginning to accept more responsibility for their own self-improvement. Witness the use of the Teacher Center concept in our country. The Rand study in 1978 indicated that regardless of how innovative a program is, unless the individuals involved in the program are also part of the decision-making process, i.e., needs assessment, minimal benefits will be accrued in terms of implementing new practices learned. Needs assessment that will ultimately result in the kind of training that will affect participants learning on a career-long basis appears to be more favorably received than fragmented requests for needs that are designed to address a narrow and immediate area of concern.

The summa bona or higher good of any needs assessment program for teachers should be that to the greatest extent possible, outcomes will invariably improve the instructional programs in the following areas:

1. Student specific needs within the frame of reference of variability includes students with special needs as well as the gifted. A response to student specific needs of teachers would result in effective educator-student interaction in day-to-day academic activity. This involves responding to the needs of teachers in a manner that will enable them to be

more effective in the analysis of student behavior, in the individualization of instruction, and in the management of learning environments.

2. Student related needs are interpreted within the same frame of reference of variability as indicated above. A response to the student related needs of teachers would result in the manifestation of the generalized skills that are necessary for establishing an effective and accommodating learning environment. Student related needs are an extension of student specific needs and involve such areas as school-community relations, school-student (general) relations, school-staff relations, personal and professional integrity, and the use of evaluation and research skills.

Validation of Instrumentation

There is the pervasive problem of both determining and validating the identified problems. Not all problems can be validated with objective evidence. A part of validation is to ask questions of clients to determine how they are presently dealing with particular problems. It is important to determine the discrepancies between perceived and actual needs and then to validate these expressed needs. Are the instruments or activities that help us to determine the needs that are being expressed reliable to the extent that multiple evaluation will indicate an acceptable degree of correlation?

Validation of instruments is an important part of the process of needs assessment. Does the specific format of the instrument expedite the identification of problems? More specific information sources should be identified to include the overall impression of the instrument in terms of content, time, coverage, and readability.

Some of the common problems associated with instrumentation include:

1. difficult wording
2. ambiguous statements
3. difficult interpretation of meaning of categories
4. negatively stated items on instrument
5. difficulty in understanding the directions
6. fatigue as a factor in motivation and attention
7. time for administration and scoring
8. degree of perceived appropriateness

The following are examples of different types of instrumentation some of which were used in Teacher Corps projects:

The El Paso project developed a Comprehensive Community Survey that was used effectively in the Canutillo area (see Appendix C). This type of survey can be expanded to include additional questions relating to children with special needs including the gifted.

Ouachita Baptist University utilized the Mann Self-Assessment Competency Inventory developed by Dr. Philip H. Mann, University of Miami, to assess the staff's needs for training to increase their competencies in becoming more effective with:

- Pupils exhibiting variability or special needs that are associated with slower rate of development, learning problems, sensory impairments, behavior problems, physical disabilities or any combination of these.
- Pupils who are gifted and/or talented.

The Mann Inventory (see Appendix C) was also used in the San Diego project to ascertain the needs of interns. A recent study entitled (A Study of Instructional Efficacy as Measured by the Mann Self-Assessment Competency Inventory) by Lazar, Alfred L., Daniel, Roman, Jr., and Bonett, Douglas G. (see Appendix C) concluded that "the Mann Self-Assessment Competency Inventory can be used effectively in teacher training."

Needs assessment instruments entitled "Staff Development Preferences of Urban School Principals" - Form A and Form B were developed by the University Council for Educational Administration (see Appendix C). These instruments are particularly useful for inservice education.

The Teacher Corps project at Western Michigan University developed an "In-Service Role Instrument" that can be used for planning and organizing inservice growth for teachers (see Appendix C).

Procedural Concerns

There are persistent and pervasive procedural problems that affect validity and involve the kinds of events that will occur in order to accomplish meaningful needs assessment as well as the content areas that are to be examined. The following are deemed important:

1. How is the target population identified?
   a. Teachers
   b. Administrators
   c. Support individuals, e.g., psychologists, paraprofessionals, counselors, social workers, etc.
   d. Parents and community
   e. Other
2. What kind of need information will be required of the target population?
   a. Needs based on student specific areas of concern (see page 50).
   b. Needs based on student related areas of concern (see page 51).
   c. Personalized needs related to solving personal problems that can affect performance such as dealing with stress.
3. How will the information be gathered? This includes the individuals who will be acquiring the information as well as the resources that will be utilized. It is suggested that individuals

trained in needs assessment be responsible for information gathering.

4. How will information be acquired: interview (open ended or structured), questionnaires, checklists, or observation?

   a. Interviews can be useful and provide important information. Open ended interviews may result in the gathering of "war stories" rather than in focusing on cogent needs. Structured interviews seem to be more effective if they involve responses to categorical type questions.

   b. Questionnaires that involve a scale for responses (1-5 for example) and short precise questions seem to be more effective than long questionnaires that require a great deal of writing.

   c. Checklists may be helpful, but, they do not indicate the degree of need.

   d. Observations are time consuming and may not indicate the most cogent needs that are to be determined. Regardless of the type of instruments to be used, the evaluators must determine whether or not those being evaluated feel that the needs being examined represent their perceived and/or real needs in the areas of concern. It is important to minimize

situations where respondents indicate that the questions asked related to some of their needs, but they were not asked questions about the kinds of needs that they really deem important.

5. How will the data be analyzed?

   It is important to specify the individual(s) who are responsible for compiling the data analyzed and producing the final report. All the participants should have access to the final report.

6. What about sampling?

   Sampling is one strategy for determining the needs of the target population. It is obviously more efficient and less expensive. It may or may not be as reliable as administering the instrument to the whole population. Administration to the entire population if possible may indicate a more personalized approach to needs assessment. Teachers who are a part of a needs assessment program may feel more inclined to participate in follow-up activities. They may feel that the activities reflect their own personal feelings and needs since they were involved in the needs assessment. It is suggested that formalized needs assessment including questionnaires and checklists should be verified by at least one follow-up activity that includes verbal input from the respondents. In this way clarification of needs can be accomplished as

well as the establishment of mutual trust. One of the important outcomes of this process should be the fact that individuals feel that the system is trying to respond to their needs. Sometimes respondents feel that participation in an activity is requested to fulfill a need of the system such as funds acquisition.

7. Should internal or external individuals conduct needs assessment?

One of the problem areas to be addressed is the whole question of who does the needs assessment. Wherever needs assessment is conducted as entirely an inside or internal process, individuals will be accused of losing impartiality. This may or may not be true. It is debatable as to whether needs assessment conducted from the outside by external consultants can be said to be any more free from impartial judgment. Consultants have their own biases and are sometimes less impartial because they get caught up in the emotions, goals, and motives of those who retain them. It is also difficult to state categorically that using outside consultants for needs assessment will sacrifice relevance and usefulness. "Outside" consultants who have developed effective, time-tested and validated instruments and techniques for doing needs assessment may provide more relevant and

useful data than the local director of research and evaluation who has neither the time nor the inclination to get involved in planning and implementing a comprehensive needs assessment program.

We cannot even say that externally conducted needs assessment is more expensive. This depends on how we define the term "expensive". Mediocre internal needs assessment that results in needless expenditure of funds may be more expensive in the final analysis than one that is implemented through good external consultative direction. The question is whether or not we can rely on unsupportable perceptions to guide us as we try to determine the best way to proceed. The key factor lies in the planning process where democratic principles and good judgment prevail as opposed to unilateral decision-making. It is mainly a matter of determining the kinds of needs assessment required including resources that are appropriate for the problem that needs to be addressed. All potential contributors (internal and external) should have an opportunity to present their case (within budgetary constraints) on a competitive basis within the parameters of specified criteria. Selection should be based on a consensus of perceived value and potential for responding to stated needs.

Too much needs assessment can be as much of a problem as not enough and/or inappropriate needs assessment. The problem solving process should not be hurried by crisis situations or proposal deadlines. Sometimes an incubation period is necessary before final decisions are made.

Consultants, in collaboration with those involved in planning, should develop a technical assistance plan that runs concomitantly with the needs assessment procedures. This should facilitate a more effective response to problems as they arise. Any consultative arrangement should emphasize three requirements:

a. Provide accurate, appropriate, and comprehensive data.

b. Attend to and incorporate the concerns of various input groups.

c. Provide a finished product in written form, documenting procedures and outcomes, emphasizing usability.

SUMMARY

There are many factors that vitiate successful needs assessment. It is little wonder that many individuals view the entire process as being negative at best. The organizational structures that will assess needs for training must be in place. Programs must assess available resources, provide additional resources for inservice

programs and activities, and evaluate the effectiveness of the activity utilizing the cooperative planning of administrators, faculty, and staff. It is also important to determine whether the perceived needs correlate with the expected outcomes. Are the perceived needs accurate and are the programs and procedures that have been set up going to result in the desired outcomes? To this extent those who plan for inservice education will need to collect reliable data.

It would appear that as part of the overall process of evaluation, needs assessment is probably one of the most critical steps needed for making the kinds of decisions that will ultimately affect the goals and objectives that are to be achieved. Preparation for needs assessment should focus on activities that will set up a positive climate for engendering trust relationships. The guideword in the entire process is trust. Trust must be a permeating condition of needs assessment, so that concerns over time, perceived value, and resources will not be viewed out of proportion and vitiate effective problem solving procedures. Participants need to be revitalized by relevant training activities. Personalized involvement in needs assessment is one way of bringing people together for making appropriate decisions about the kind of training that will truly benefit the participants as well as the system.

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CHAPTER 4
PRESERVICE EDUCATOR PREPARATION

Educators, who have been prepared with a mind set that allows them to selectively attend to only those populations of students that they perceive themselves prepared to teach, cannot be expected without additional preparation, to automatically expand their performance capabilities so that additional populations of students can benefit from their instruction. The traditional organizational pattern for instruction based on arbitrary age and grade parameters (e.g., early childhood, primary grades, intermediate grades, middle school, junior high school, and senior high school) has led to compartmentalization of instructional perceptions and practices. This has resulted in teachers perceiving themselves as independent of all categories that do not pertain to their particular area of emphasis or teaching level. It is obvious that children do not learn in accordance with these arbitrary divisions.

It appears that it would be appropriate to identify elements in education and characteristics in teachers that are deemed to be generic and that cross grade level organizational patterns in terms of providing for the learning needs of all students including those who exhibit a greater degree of variability than the general population of students. By not attending to the responsibilities that will be placed on new teachers, we are placing ourselves in the continual position of having to provide additional training to them on the job even though they have just recently been through four years of teacher preparation.

There are desired characteristics of educators who will be responsible for teaching students exhibiting a greater degree of variability. These characteristics include:

1. Open-mindedness and willingness to accept evaluation.
2. A modicum of creativity.
3. A vitality in terms of seeking uncoerced avenues or opportunities to expand one's skills.
4. The ability to be adaptable and flexible as populations and characteristics of students change, requiring continuous modification in teaching strategies.

One of the missions of Teacher Corps is to increase new teacher (intern) effectiveness, which in turn should be evidenced by increased learner success. Teacher Corps, therefore, is continuously in the process of evaluating and reevaluating programs and practices within the aegis of its projects as well as from the academic community at large. This involves a continuous process of acceptance, clarification, modification, and rejection of ideas and activities.

Within this process, very careful consideration has been given to the following:

1. Training program content and materials
2. Training strategies and procedures
3. Value clarification and humanism in education
4. Indoctrination, particularly with interns in projects.

Projects have attempted to realize as outcomes of their efforts the following:

1. Skilled and competent teachers
2. Effective learning climates in the schools
3. Motivated and successful students, especially those from low-income areas.

There is evidence in all of the projects studied of a keen sense of awareness of the need for interns particularly to develop adaptive behavior and to exhibit creative characteristics in situations that are constantly changing. In order to accomplish this, Teacher Corps projects have emphasized the following:

1. Training should be precise and appropriate to the needs and concerns of the interns.
2. Project staff should provide for the development of feelings of belonging and worthiness on the part of the recipients of the training.
3. An advocacy system should be established within the projects in terms of training that incorporates variability within its philosophy and practice.
4. Projects should inculcate trust and allow for differences within the interns and in this way perform a modeling function in terms of variability in general.
5. Project staff should indicate a need for continuous learning and life enhancement through study and experiences.

Entry Level Educator Preparation

Model building elements suggested in this section were extrapolated mainly from Teacher Corps programs. These elements suggest alternatives to the more traditional content approaches to teacher preparation and incorporate the areas of special needs and gifted as well as cultural and ethnic diversity. There are two major dimensions of teaching that are conceptualized within most teacher preparation designs and are fully discussed in Chapter 2.

1. New teachers, particularly interns, need <u>student specific</u> kinds of competencies which are essential for effectiveness with different types of student populations.
2. Educators in training, particularly interns, need <u>student related</u> competencies that are contiguous to student specific competencies and necessary for effective learning environments.

Inherent within these dimensions are both knowledge and performance skills. The knowledge and performance skills are inseparably related in terms of the kinds of learning experiences that are necessary to develop the desired traits and skills in new teachers.

Within each of these primary areas of competencies, there are two areas of application:

1. General application across school organization patterns or levels, e.g., elementary and secondary levels.

2. Specific application within a particular level of school organization, e.g., elementary and secondary levels.

The following are suggested content area objectives for educator preparation for entry level teachers including interns.

A. Liberal Arts

Objectives

1. To develop a level of personal competency in basic skills areas at a minimum of 6th grade performance for all communications skills and arithmetic.
2. To develop a knowledge base that includes an understanding of the social sciences, natural sciences, fine arts, literature, and language.
3. To develop a content area of specialization with a higher degree of understanding in a particular area of choice such as English, mathematics, biology, geography, etc.

B. Basic Pedagogy

Objectives

1. To utilize a variety of modes of delivery of information, e.g., teaching or instructional strategies.
2. To understand school organization and management from a student specific frame of reference, e.g., educational alternatives for different types of students including those with special needs, as well as the gifted.

3. To understand particular levels of application, elementary and secondary as well as emphasis on a particular level based on career goals.

4. To apply the basic concepts in the area of student variability (special needs, giftedness) and cultural and ethnic diversity by developing competencies that encompass a broad range of variability in the following:

   a. Analysis of student behavior (student assessment)

   b. Individualization of instruction

   c. Management of learning environments

   d. School-community relations

   e. School-student relations

   f. School-staff relations

5. To attain a level of personal and professional competency.

6. To acquire evaluation and research skills.

C. Competencies

In order to avoid redundancy, the reader is referred to the following pages for lists of competencies appropriate to preservice education:

1. Chapter 2, pages 21-36

2. Appendix B - Lists of Competencies

D. Electives

Electives in the area of philosophy, sociology, anthropology, and art history are included, emphasizing applications for teaching. These electives are designed to aid individuals as

they organize themselves and relate to their universe as well as establish a scholarly base for further activity in continued lifelong learning.

Suggested Course Structure

It is recommended that all courses for general educators include content and experiences in the areas of variability, i.e., special needs as well as the gifted. This is to be integrated with the general content and methodology in keeping with the concept of developmental learning. To this extent general education courses would be developed that are broader in scope which include addressing the needs of exceptional students as an alternative to the narrow content being offered in courses in traditional teacher preparation programs. These courses can be team taught by general and special educators. Another alternative is to expand present courses to include modules dealing with special needs students and cultural diversity. Presently, separate courses are offered to general educators as electives for particular areas of special need, i.e. learning disabilities, mentally retarded, emotionally disturbed, deaf, blind, etc.

It is suggested that within particular methods courses for general educators all of the following dimensions of curriculum and instruction should be included:

1. General or broad presentation of knowledge delivery across organizational patterns, (e.g., social studies in elementary and secondary schools).

2. Specific level of specialization: elementary or secondary specialization with emphasis based on job orientation, (e.g., emphasis on social studies in the elementary or secondary schools.)
3. Alternative presentation modes or delivery approaches for all levels that include ways to modify content and procedures accounting for cultural differences and for students exhibiting a broad range of variability (e.g., teaching social studies to students with special needs including the gifted in regular classrooms).

Integration of Knowledge

Opportunities to integrate knowledge in areas of variability through experience is critical. Experiences in how to teach students exhibiting learning and behavioral problems should include the following:

1. Observation of students in the way they learn as well as identifying and understanding those variables that impede, inhibit, or vitiate learning.
2. Observation of individuals with a history of success in helping students with learning and behavior problems. This entails the utilization of the concept of modeling in learning. Teachers in training particularly need to attend to the successful behavior and activities

of teachers who are working with children with problems on a day-to-day basis.

3. Participation in demonstrating (showing and telling) techniques that have been successful.
4. Participation directly in activities with students with special needs while being observed during this performance and then critiqued.

All of these experiences provide "laboratory" settings for experimentation and observation that constitute a scientific approach to teaching and learning. Internship or student teaching is envisioned as the interrelationship of four overlapping stages:

1. Foundation - the ideology upon which philosophical viewpoints, psychological findings, and sociological orientations are clearly analyzed and delineated as they relate to learning and the learner, teaching and the teacher, and human behavior in general.
2. Observation - the practices and procedures modeled by exemplary educators that merit experimentation and possible assimilation.
3. Experimentation - the application of theory and observed practices to real situations - the classroom, the school, and the community.
4. Evaluation - the self-assessment necessary for the determination of what elements produce the best results.

Teacher education programs should be organized such that knowledge can be practiced and concepts verified through continuous application with students in schools. Field activities are a part of the needed learning experiences for effective teaching, particularly in areas dealing with students with special needs. Since practice is inseparable from the acquisition of facts and ideas, the training arms of education, that include the institutions of higher education and other systems, can respond to the need for appropriate practice. The following should be considered:

1. A careful analysis of the variable of time.
2. The careful determination of training areas of priority.
3. Comprehensiveness in terms of the degree and quality of involvement of the participants.
4. Interrelatedness of knowledge gained through simulation and reality testing.
5. The skills of trainers to include directing teachers, consultants, professors, etc.
6. Continuous progress monitoring with opportunities for reevaluation and possible change of goals.
7. Careful supervision with opportunities for continuous feedback.

One of the important contributions of the Teacher Corps intern program as reflected in many projects that were reviewed is the fact that as a group the interns bring to the projects a particular area of specialization or expertise. Along with an area of expertise, they also bring a level of maturity that is not evident in the

general education degree candidates. Both of these characteristics, when coupled with the addition of sound principles of pedagogy, appear to produce an effective teacher who is responsive to students with special needs.

Projects appear to be emphasizing the following concepts in their intern training programs.

1. Interns need to practice their ability to think and problem solve, by working with different populations of students including those with special needs and the gifted.
2. Interns must learn how to ask the right questions about educational concerns.
3. Interns must learn how to evaluate educational alternatives so they can improve their decision-making skills.
4. Interns must be allowed to take things to their logical or natural conclusion.
5. Interns must be able to communicate, e.g., give input that is understandable, analyze feedback correctly, and respond accordingly.
6. Interns must understand their own learning styles, including their own strengths and weaknesses.
7. Interns must understand and curtail the kinds of situations and experiences that will have negative effects on learners.

Individuals who supervise interns need to develop techniques for acquiring valid and reliable data regarding the quality of the

individuals' efforts. The competency inventories listed in Appendix B can be used as guides for this kind of activity. Sometimes it is difficult to learn from individuals who are continually criticizing you from a superior position. Interns may attend to the negative aspects of a critique rebelling against what they feel to be unfair perceptions of their skills in certain areas. One method of counteracting this attitudinal problem is to develop alternatives for assessing their performance that include peer observation, assessment of needs and strengths through teacher observation and feedback, and through self-reporting using competency statements such as can be found in Appendix B.

SUMMARY

The current orientation toward preservice-inservice education is one of training viewed as a continuum. This training is designed to provide a rationale for reducing the gap between entry level skills and continuous self-development. One of the primary goals for exceptional child education is to improve educational experiences for students exhibiting special needs in regular classrooms. One way to accomplish this is to provide training opportunities for a continuum of professional development that begins early in the educator's career and continues for as long as the individual is actively engaged in the teaching profession. The key to developing a successful continuum of training activities in the area of special needs is to emphasize those aspects of training that are creative, uniquely personalized, as well as relevant to the individual who will be teaching these children.

Clearly, as educators develop additional skills enabling them to be effective with students exhibiting a greater degree of variability, they will also become better educators in the general sense. To this extent, training programs of any kind must emphasize preciseness in the key skill areas. Educators' observational abilities is a case in point. Without the emphasis on quality instruction and preciseness, it is unrealistic to expect new teachers to be accountable for the variability in their classrooms, and to be scientific in their selection and utilization of appropriate resources and materials.

CHAPTER 5
INSERVICE EDUCATION

The provision of continuous inservice training for educators is important to satisfy the diverse needs of their clientele. The school, as one stratum of the educational organization, has evolved in recent years to a point where the need for renewal for its service delivery personnel (e.g., administrators, faculty, and staff) is critical. Critical in the sense that state and federal mandates require organizational, managerial, attitudinal, and behavioral changes throughout the school generally, but in the classroom specifically. Many of the changes may not have previously been a part of the school's general practices or standard operating procedures. For example, the traditional school organizational patterns with traditional classroom organization and management structures are now having to accommodate students with special needs in regular classrooms. Effectiveness, in terms of the level of performance of educators who teach students exhibiting special needs, is of primary concern to administrators and parents. Professional growth is necessary through the acquisition of additional skills in areas related to students with special needs by individuals who are already employed in educational positions. These individuals must continue to improve their expertise as a part of the process of continuous professional self-development.

There are a variety of rationales given for the need for inservice education:

1. An abundance of new information that is expected to be learned by educators in shorter periods of time.
2. The expansion of the educational delivery system which now requires that more responsibility for students exhibiting special needs be assumed by general educators.
3. Considerations that now have to be specifically addressed that relate to cultural and ethnic diversity within the area of special needs.
4. The improvement of competencies of those who are already practitioners and who must respond to the basics of what it takes to provide optimal learning environments in which students exhibiting special needs will be successful.

Basic Considerations

Quality practices in inservice education include attending to several important basic considerations:

1. Opposition to professional development in the area of special needs. Inservice training in this area may be viewed as a "lay on" or as an invasion of the right to self-determination.
2. Lack of motivation to participate in the planning and decision-making processes.
3. Lack of professional ambiance in a school that discourages professional growth.

4. Reluctance to abandon or modify current practices.
5. Feelings of inadequacy in the area of teaching students with special needs that emerge when pressures are applied for individuals to avail themselves of the training provided in this area.
6. Absence of a "felt need" on the part of teachers who have divergent philosophies about learning, the learner, teaching, and the teacher's role.
7. Threat to security for teachers who are "set in their own way", so they say "why change for students who are not our responsibility."
8. Personality problems among teachers and between teachers and administrators could diminish different phases of inservice programs to a point approaching futility.
9. Misconceptions, shibboleths, and mystiques may abound that are perceived as noxious in areas dealing with students with special needs.
10. Fear of risking failure.

An important consideration for those designing inservice programs is that worthiness of a practical concept does not insure its acceptance or implementation in terms of instructional programming for students with special needs. Acceptance, in fact, is predicated upon responding to the needs of the adult population (educators) who are the recipients of inservice training. Inservice education, therefore, should be directed toward the extension of the educator's need for professional growth, as well as to impart new knowledge and

relevant information that is intended to improve the competencies of those providing educational services.

It is fallacious to assume that adults can be "trained" in the same way that we "teach" children. Recent investigation (Kersh, 1979; Dillon, 1979; Knowles, 1978; Bischof, 1976; and McLeish, 1978) has suggested that in designing inservice programs, it is important to take into consideration the following concepts inherent in the area of adult learning:

1. Adults exhibit a greater desire to be self-directed.
2. Adults tend to gain more out of learning that involves participation in experiences that demonstrate concepts along with formal presentations.
3. Learning experiences for adults should be related to experiences that the individual relates to his or her own job or educational setting.
4. Adult learning is more successful when the participants are involved in a problem solving experience.
5. Adult learning is more successful when it is in a relaxed and comfortable setting.
6. Individuals are more receptive when they are not intimidated to participate.

The whole concept of governance with regard to policy making must be undertaken as a collaborative effort where each of the elements (those who plan for training, receive training, and develop training programs) have parity in the decision-making process. To this effect, any single participant should have the same rights and power as does any other participant within the larger system.

Consideration must be given to how control over inservice training is presently vested. School administrators and university personnel have tended to dominate this process. Policy makers in school systems are in a position to establish guidelines for more equitable governance emphasizing the role of the clients, the teachers, in the process.

TRAINING BASED ON COMPETENCY DEVELOPMENT

Some quality programs have emphasized specific instructional skills as the major thrust of their inservice training. Others have emphasized human relations types of activities in an attempt to influence attitudes and to bring about a better understanding of the characteristics and needs of handicapped students. Quality inservice training programs have long recognized that knowledge and performance skills are inseparably related in terms of the kinds of learning experiences that are necessary to develop the desired traits and skills in teachers.

Though programs may differ in some respects, because needs will vary, there are common areas of competency that exist within most quality inservice training programs. The following is a compilation of training areas that should be considered in planning for the delineation of competencies for educators. It should be noted that there is similarity with the competencies listed for preservice education. The essential difference lies in the depth and breadth of knowledge gained even though the competencies are still clustered within two major areas: Student Specific Competencies and Student Related Competencies.

Training in Student Specific Competencies

Student specific competencies for teachers are the kinds of competencies which are essential for effectiveness in direct instruction with students exhibiting special needs. They are viewed as generic skills that all educators should exhibit in order to be more effective in direct student-educator relationships or in situations that are directly related to learner behavior. Within this category a variety of comprehensive competencies can be developed as training objectives within three primary areas:

1. Analysis of student behavior which includes student assessment of learners with special needs.
2. Individualization of curriculum and instruction with related materials and teaching strategies for students exhibiting special needs.
3. Management of learning environments which includes behavior management and classroom organization as well as the use of resource and support personnel with regard to students with special needs.

Training in Student Related Competencies

Educators also need training in the student related competencies that are necessary for the establishment of effective learning environments and that are especially applicable for students with special needs.

In order to avoid redundancy, the reader is referred to the following pages for lists of competencies appropriate to inservice education:

1. Chapter 2, page 21-36

2. Appendix B - Lists of Competencies

The following are several training areas dealing with student related competencies:

1. Training in School-Community Relations

2. Training for School-Student Relations

3. Training in School-Staff Relations

TRAINING ALTERNATIVES

In their attempt to establish regulations for certification in the area of students with special needs, states must be careful that they not limit the response by teachers to these regulations to just one narrowly defined course. It is difficult to withstand political pressure, particularly from institutions of higher education, many of whom are prepared to offer "the course" in special education. It is important to determine whether or not the course that will be offered is negotiable to the extent that the content will reflect a response to the actual needs of regular classroom teachers. Many traditional special education courses were originally designed for educators who would work with small groups in segregated settings or as resource teachers. Regular educators, working with handicapped children, are going to require other alternatives for instructional programming. Guidelines must be established by which the local education agencies can determine for themselves the type of training that will, in effect, respond to preestablished state competencies for teachers in this area.

There are several alternatives to the practice of just offering one course for the delivery of content in areas dealing with students with special needs. As previously suggested, one alternative is that all courses offered for general educators include the area of special needs within the general content and methodology. These courses would be broad in scope and address the needs of exceptional students as well as regular students. Within methods courses (e.g., reading, mathematics, science, etc.), for example, curriculum would include instructional alternatives for nonhandicapped learners as well as ways to modify content and procedures for students exhibiting special needs.

Other alternatives for information sharing and competency development include:

1. A course or courses that address specific competencies based on the needs assessment of the recipients, e.g., behavior management, reading, mathematics, etc.
2. Short term institutes that will respond to specific competency areas.
3. Workshops that involve information sharing as well as practical experiences with students.
4. An approved plan of independent study.
5. Participation in supervised learning-teaching experiences, such as working in summer programs with special needs students.

PLANNING FOR INSERVICE EDUCATION

The Special Education Coordinator, or individual who assumes that role, has to be aware of the strategies necessary to successfully plan and implement inservice training programs that involve large groups of individuals with divergent interests. Collaboration with the local education agency, the institution of higher education, the faculty and staff of a project school, and interested community members requires a keen awareness of:

1. Inservice needs and concerns
2. Inducements or incentives to participate
3. Resources
4. Arrangements and locations for training

The Special Education Coordinator, in being sensitive to the sociopolitical relations that exist should mirror the needs of the participants and help to accomplish the objectives specified within the time and resources that are available.

Planning for inservice training that is based on expressed or assessed needs must take into consideration enabling as well as limiting factors that may impede the progress of a program or minimize the success of such training. Where cooperation is needed, participation in inservice training programs depends largely on the extent to which specific factors are anticipated and resolved during planning prior to the implementation of the training program.

Factors that are deemed important include incentive factors, content factors, and procedural factors. Those who develop guidelines may wish to incorporate any of the factors listed below within their inservice design.

Incentive Factors

1. College credit
2. Salary increments
3. Points toward certification and renewal
4. Stipends
5. Tuition waivers
6. Recognize professional activities, such as attending conventions
7. Opportunities for peer training through teacher visitation
8. Opportunities for materials development and classroom demonstrations

Other incentives include:

1. Shared governance through participation in needs assessment and planning where specific needs are identified.
2. Self-selection of personal goals and self-planning of individual activities.
3. Training activities that occur during released school time.
4. Training that is paid for by public funds as part of the employment agreement.
5. The awarding of certificates of accomplishment or attainment.
6. Changes in status or position in the school.
7. An emphasis on field based training.

Incentive factors for those who deliver training include:

1. State support for training programs.
2. Field based activity in lieu of teaching courses on campus.
3. Consulting.
4. Opportunities for research.

Content Factors

1. Accurate identification of training areas and topics.
2. Degree of previous exposure to proposed content areas of training.
3. Opportunities for participants to share ideas and materials in the content area.
4. Aspects of content that are related to curriculum development.
5. Content that is consistent with school goals and in keeping with instructional objectives.
6. Conceptual or knowledge based objectives as well as teaching skills objectives in the training program.

Procedural Factors

1. Use of a training design that is flexible and allows for content and process negotiation by the participants.
2. Development of an individual educational plan for each teacher that is based upon the concept of adult learning and self-choice.

3. Development of the kind of procedures that will achieve optimal results in terms of outcomes. These could include lectures, discussion, role playing, simulation, modeling as well as problem centered activities.

4. Assessment of the characteristics of the in-service program leaders including personality, leadership, expertise, presentation skills, and the ability to elicit feelings of trust.

5. Documentation of the immediate and long term effects of the programs in a manner that will allow for the kind of data extrapolation that can be used for multiplier effect. This includes the assessment of knowledge, performance, and attitudes as well as the use of instruments, interviews, and observations.

6. Provision for participants to have opportunities to generate ideas, activities, and materials as part of the planning process.

7. Organization of the inservice program so that teachers or other personnel are involved in self-instruction.

8. Tie in with local education agency concerns and master plan as well as state plan.

9. Specific plans for inclusion of interns.

10. Provision of opportunities for demonstration, modeling, supervised observation, and feed-back.

11. Follow-up kinds of activities through use of consultants.

12. Opportunities for teachers to observe and practice new learning regarding how to teach students exhibiting special needs is an important part of inservice training. Several alternatives are suggested:

    a. Observe students with special needs in order to identify and understand those variables that impede learning.

    b. Observe individuals who are successful in teaching students with special needs. This entails the utilization of the concept of modeling in learning. We need to learn from the successful behavior and activities of teachers who are working with children with problems on a day-to-day basis.

    c. Participate in the demonstration of instructional techniques that have proven successful.

    d. Work directly in activities with students with special needs under observation, preferably by peers.

INVOLVEMENT OF COMMUNITY IN PLANNING

A procedure must be developed for involving community in the process of identifying and dealing with educational problems. Community support for the identification and development of in-service training needs of educators is important for several reasons. Community backing for inservice training is needed from a financial support perspective, as well as for the implementation of any programmatic changes that will be an effect of the training itself.

Schools in today's society are experiencing a serious threat to the financial support of their programs and staffing. Parents and community members who pay taxes may be unaware of existing training needs or their knowledge of this area may conflict with the priorities of the school district. It is, therefore, important that community members be involved in the identification of school priorities for training. Involving the community in the process can provide an opportunity for a school district to:

1. Improve communications among the different components of the school and the community.
2. Improve the level of awareness of the community concerning programs and related concerns of the school district in terms of training needs.
3. Promote the kind of planning that examines issues and that is substantive in terms of focusing on ways to improve the teaching and learning that goes on in the schools.
4. Gain substantive input and suggestions for direction to the local board of education.

5. Increase the interest-level of community with a resultant support for increases in the funding level of the school district for training activities.

Community awareness of program content and procedures can be accomplished in different ways. Meetings can occur within a committee structure. The composition of the meetings can be weighted with parents and community members. Opportunities for the exchange of information among the committee members can be provided through forums as well as through inservice presentations. Training programs should be fully explained and community members should have the opportunity to provide input as well as to ask questions. Although consensual agreement among the identified constituents may not be reached, the important thing is to provide an opportunity for the discussion of divergent views. The desired effect is to raise the awareness level of the participants to a point of understanding and appreciating the problems associated with inservice training needs.

PLANNING WORKSHOPS

Educators and community members can benefit from brief, well-defined workshops in areas dealing with special needs students including the gifted. These workshops should particularly emphasize ways in which teachers and parents can positively affect the lives of students in regular classroom settings. The following is a discussion regarding the elements of a workshop (see pages 91-92) including examples of worksheets that can be utilized for planning different types of programs.

Topics

Programs can be developed that deal with the following topics:

1. What do we mean by handicapped?
2. What it means to be the parent of a handicapped or gifted child.
3. Developing Individual Education Plans for handicapped as well as nonhandicapped students.
4. Dispelling the mystique in testing and labeling children.
5. The principal sets the pattern for "mainstreaming" in the school.
6. Parents are a great resource as volunteers.
7. Serving a full range of children including the gifted and talented.
8. Making our schools barrier free.
9. The expanding imperatives of Public Law 94-142.
10. Quality practices in implementing Public Law 94-142.
11. Teaching those who do not qualify as handicapped.
12. Multicultural concerns in the area of special needs.
13. Educational management for the critical areas of concern.
14. Understanding the behavior of children at school and at home.
15. Individualizing the curriculum for a broader range of variability in the classroom.

WORKSHOP

TOPIC _____

AUDIENCE _____

OUTCOMES:

FACTS AND CONCEPTS:

SKILLS:

VOCABULARY (TERMINOLOGY):

ATTITUDES AND BELIEFS:

REINFORCING ACTIVITIES:
MATERIALS:

OBSERVATIONS:

PARTICIPATION:

RESOURCES:

EVALUATION:

Audience

Audiences can include any or all of the following:

1. Administrators
2. Members of community agencies
3. Parents
4. Teachers
5. Paraprofessionals
6. Teacher Corps Staff
7. School Support Personnel
8. Volunteers
9. School workers, e.g., secretaries, maintenance staff, etc.
10. Others as deemed appropriate

Outcomes

What precisely are the expected outcomes? Is it anticipated that there will be a change of attitudes, a better understanding of the particular area of concern, a change in the performance of the participants? Do we just anticipate that people will feel better about having been a participant in a particular program?

Facts and Concepts

By facts we mean the kind of factual information that reflects things known to be true and is intended for the participants to understand so that they will be better able to assimilate the principles of a particular area of concern.

Example:

Fact: All mentally handicapped students are not mentally ill.

This fact is a basis for the principle that mentally handicapped individuals as a group experience the full range of emotions. Most are within normal range of behavior and some do suffer from mental disorders.

Facts are often stated in concrete and functional terms, that is, what something is or does. It is important for the individual who develops the workshop to first specify as part of the plan the important facts that the participants are expected to retain.

What are the basic concepts that the participants are expected to understand? Concepts involve:

associations

classifications

judgments

cause-effect relationships

inferences

Example:

Teachers trained to teach children with special needs may transfer that training to improving instruction for all their students.

Skills

What are the skills that are to be attained? These skills should reflect the understanding of facts and concepts, in terms of their application in school and community life.

Vocabulary (Terminology)

What is the basic vocabulary or important words that are to be understood and that are deemed essential to the understanding of the facts, concepts, attitudes, and behaviors of the particular program? Sometimes we assume that our audience understands and can assimilate the vocabulary that is being used. We are often surprised to find that they miss the concepts due to lack of understanding of the terminology (educational jargon). This is particularly true when educators are working with parents, paraprofessionals, or volunteers.

Attitudes and Beliefs

As a part of workshop activities there ought to be attention given to the attitudes and beliefs that are concomitant to the acquisition of facts and concepts within a particular concept particularly in the areas of students with special needs and multicultural education. We are concerned especially with such things as social consciousness, humanism, responsibility, trust, truth, self-worth, and motivation. These areas do not lend themselves to paper and pencil evaluation and must be observed through interpersonal relations between the participants and the population that is of concern.

Reinforcing Activities

What kind of reinforcing activities will be a part of the workshop that will help individuals understand the facts, assimilate concepts, understand the vocabulary, and develop expected attitudes? This includes materials, observations, and participation.

1. Materials

   Distribution of materials (handouts) is important. Every workshop should have a prepared handout that will give the participants something to refer to after the program has been completed. This handout should reiterate the program's goals, objectives, facts, concepts, and a definition of important vocabulary. It should indicate how the participant can personally contribute to the desired outcomes.

2. Observations

   Observation is a good way to reinforce knowledge. Sometimes it is difficult to set up observational activities. Every opportunity should be made to give the participants a chance to observe the ideas or concepts in action. This could include classroom observation as well as the use of demonstrations.

3. Participation

   Participation is probably one of the best ways to help individuals gain an understanding of the concepts and to elicit support. Parents particularly can profit from participation in workshop activities as well as follow-up types of activities in the school.

Resources

What are the resources (human, materials, etc.) that are going to be needed to provide a meaningful workshop experience? These resources are the ones that will be available to those who design and implement the program. These resources should also be available to the participants during the program if possible and after the workshop has been completed as a part of the follow-up activities.

Evaluation

Evaluation should reflect more than "happy in the heart" kinds of responses. It is suggested that the evaluation include questions that will require a response to the content presented. What did people learn? These responses can be short in nature as well as open-ended. Responses should reflect the following:

1. Understanding of facts and concepts.
2. Demonstration of skills learned (if appropriate).
3. Understanding of vocabulary (terminology).
4. Change in attitude or reinforcement of present positive attitudes.

The evaluation of workshops requires a great deal of reflection during the planning stages. The following are several suggestions which can be utilized during the planning stages and incorporated into evaluation components.

1. Workshop developers, implementors, and participants should all agree on the criteria to be used for determining whether or not the outcomes of a particular workshop experience have been achieved.

2. Along with questionnaires and oral feedback, it is suggested that a case study type of experience be included as a part of workshop evaluation. The participants can be requested to document ways in which the information gained has been applied in their respective setting if in fact there is application value to "the new learning." It is suggested that specific examples of successes or failures be cited.
3. The evaluation should be conducted in a manner that will result not only in the assessment of immediate workshop activities, but it should also highlight the need for expanded future programs that should address participant concerns.

STAFF DEVELOPMENT IN TEACHER CORPS PROJECTS

Though programs may differ in some respects, because of emphasis, several common threads should run through each of them. Competency based teacher education, diagnostic-prescriptive teaching, criterion-referenced testing, and individualized instruction are just some areas of commonality that have been found throughout the Teacher Corps projects. These have formed the focus of their inservice programs within the exceptional child area.

Dr. Helen Richards, Head, Department of Teacher Education, Grambling State University, states that "guidelines for inservice training should focus on the teacher as a real person, that is, suggested content and activities which will enable them to be humane, caring, sensitive, and value oriented educators. In other

words, they should become teachers who can relate to all types of children with all levels of abilities from varying socioeconomic backgrounds and diverse personal and social needs."

The basic resources needed to plan and implement programs that address students with unmet needs are for the most part contained within the local schools themselves. Supplemental resources or consultative personnel are available from the institution of higher education, central office staff, or state departments of education and have been utilized in project activities. As administrators, teachers, and parents have identified the competencies needed to deal with a broader range of variability within the classroom, they have looked to both the local school district and to the colleges and universities to design the inservice modules or programs that have provided the needed technology. The content of existing courses, as well as the manner in which teachers and administrators were provided training has been reevaluated and, in some cases, negotiated. The location for training in many exemplary projects had shifted from the campus to the classroom or school site. Although P.L. 94-142 mandates participation by those classroom teachers who will be directly involved with students with special needs, administrators and others involved in planning staff development activities, determined ways to involve the entire staff in inservice training. Teachers and other staff members were a part of the inservice process from planning and needs assessment through implementation.

In the sample projects reviewed, it was noted that some form of professional recognition such as course credits, professional incentive points, certificates of participation, points toward tenure,

or merit or increment pay was built into the program. The inservice courses were often field based in the schools and the course content addressed specified needs, while the process allowed for determining the participants' individual competencies. The teachers got released time to attend the sessions whenever possible.

Participants felt that successful staff development sessions provided material to meet their needs, helped to improve the quality of instruction for their students, and eased the ongoing burden of paperwork or other classroom constraints. The principal and other administrators actively participated with the teachers in the training. To sustain interest, the training was held at different locations. By visiting other schools where teachers had previously completed similar workshops and programs, the participants saw first-hand how the skills they were learning could be applied. [illegible] mode of presentation was varied. On-site follow-up was provided by the instructors or school staff.

At the University of Teas, El Paso, consideration was given to the philosophy, problems, treatment, and method of providing an appropriate education and training for students with special needs. Emphasis was also given to the factors influencing the learning of bilingual and/or ethnic minority children. Included were such factors as: cultural values, parental level of schooling, socio-economic status, language spoken in the home, school curriculum biases, teacher attitude, self-concept of the learner, physiological needs and need for acceptance. The characteristics of students with special needs were studied with emphasis placed on mildly handicapped children who could receive their education in the regular classroom.

The Special Education Coordinator worked with the faculty during their bi-monthly meetings in infusing all on-site coursework with units on exceptionality. In addition, he involved the interns in a series of visits to area agencies dealing with services to exceptional children. The Special Education Coordinator was also involved in on-site instruction for teachers and aides on a clinical basis for the first inservice year.

As part of the inservice training program at Portland State, modules were prepared for the delivery of diagnostic-prescriptive teaching techniques. The modules were field tested, revised, and offered again as a part of the ongoing inservice program at the school site.

As a part of their organization for inservice education, the Michigan State University project instituted an "Exceptional Child Developmental Team." The team was responsible for the following:

1. Planning and scheduling community resources, visits, and guest speakers.
2. Compiling resources into a booklet distributed to Teacher Corps project participants.
3. Planning and scheduling for members to attend conferences/workshops.
4. Coordinating building inservice training on mainstreaming.
5. Developing and distributing an inservice needs assessment for Teacher Corps.
6. Developing and distributing a weekly memo to project participants regarding future inservice

training including helpful hints for working with mainstreamed children.

7. Identifying and trying out various strategies which were compiled into a booklet for distribution to teachers.

One of the most innovative features of the preservice-inservice component at the Universtiy of Maine-Farmington, is a model for the development of mini-courses in areas dealing with special needs. According to this model, mini-courses were developed by one person with the expectation that they may be taught by others. In this way a number of different field based trainers can teach the course after being trained by its developer. Contact was maintained between the course developer and the field-based trainer during the time the course was being taught. This model permits a relatively inexpensive approach to inservice training and is well suited to rural areas where distances between population centers are great. Content best suited to this model is relatively standard introductory level material such as explaining the provisions of P.L. 94-142 being one example. Courses at Maine were brought 90 miles to Greenville (site of the project school) from Farmington (site of the University). A unique feature of the Farmington-Greenville project was to offer field-based inservice programs that served as a vehicle for involving parents in school activities along with teachers and interns.

To facilitate the integration of students with special needs into the regular classroom there was a broad range of inservice training activities offered to Senior High School teachers by the

Arizona State University project. One inservice program was given to ten volunteer teachers representing a wide selection of subject areas (e.g., math, social studies, etc.) These teachers or "cadre" as it was known, were receptors in the reentry process of students who were coming from the courts, but not in school, and special education students ready to move into the mainstream. The regular teachers were given special education techniques with emphasis on individualization of instruction. As an incentive for participation the teachers had 12 days of released time to participate and to develop materials for use in their subject areas. The district counted the participation as part of their professional growth and provided the substitutes for the teachers. Additional incentives included a stipend, credit toward increments in salary, participation in a national conference, and consultant help.

Some of the specific features of the inservice program were:

1. The teachers participated in a needs assessment before the development of the inservice courses. A wide selection of relevant courses were offered during the year to meet these needs.
2. Teacher representatives served on the Staff Development Task Force that developed the competencies that are now used by the Teacher Corps project in inservice training.
3. The training was field based with Arizona State University staff and consultants conducting workshops and seminars at Phoenix Union Senior High School.

4. The consultants and field-based University instructors were flexible enough in their modus operandi to allow the teachers to participate in planning the delivery of course content and periodic evaluation of their needs. This obviously required a level of trust from both groups and was a new experience for some of the instructors who had heretofore relied on a preset structure for their course offerings.

The project uses a "Trainers of Trainers" model that is a capacity building model for improving the school's independence for self-directed change by building resources and expertise into the organization. This training strategy of building expertise into a selected group of teachers, or cadre, has been selected as the major vehicle of change with concomitant changes in curriculum, organization, and other teachers through interaction with their peers.

Where time is a critical limiting factor for teachers who would otherwise participate in inservice training programs after school hours, planning for these programs should consider whether they will be field-based or university-based. At the Nevada project, both university-based and field-based courses were provided. Since the project school is rather remote with respect to the University, the university-based courses were provided during the summer months and field-based courses were provided during the regular school year. Greater faculty participation was noted for the field-based courses.

ADMINISTRATOR PARTICIPATION IN STAFF DEVELOPMENT

School administrators are becoming more involved in a collective problem-solving mode of addressing particular needs within their own schools. They are finding that the entire school staff, which includes every aspect of service delivery, will have to be included in the process of continuous renewal. The whole area of adult learning is being viewed within this context. Adult learning includes not only inservice training to develop particular skills or the development of new competencies, it also involves providing the kinds of experiences that will enable individuals to solve problems more efficiently.

Administrators are concerned about resources, demand for accountability, and more teachers with tenure staying on the job longer. One administrator stated that, "Experiences are needed that allow a staff to recycle from within. By adding to and building on the expertise of an entire staff, a program can generate multiplier effect through later years with new personnel." Many administrators are taking a closer look at the outcomes, goals, resources, and procedures for their schools over a longer period of time.

By participating together in staff development activities, principals and their staff members in several programs stated that the outcomes for school wide goals related to students with special needs had a better chance of being effectively realized and institutionalized. This joint effort often promoted a learning climate that contributed to attitudinal changes and motivated individuals to strive harder and give the additional time required for demonstration and dissemination of successful practices.

Through the problem solving process, administrators and their staff begin to understand and learn to deal with the established patterns of behavior that have been developed by those involved in school programming. In many instances, it is extremely difficult to bring about change and to break these patterns of behavior; therefore, they must be put into perspective. The sequence of steps to be considered in the identification of the resources that are necessary to bring about change are:

1. determine what we want to accomplish (outcomes)
2. determine how it can be accomplished (procedures)
3. determine what is needed in order to accomplish the task (resources)

School staff need a forum where specific considerations such as role expectation and chance for developing collaboration between regular and special education within the confines of daily school activity can be discussed. This will help teachers to understand the role of different groups as potential protagonists, neutrals, or antagonists to programming and how to deal with critical situations.

The school must consider the working relationships that already exist among administrators, regular teachers, and special education services and how changes will affect these relationships. The school must also take into account the decision-making process involved in adopting a strategy for change. Power struggles must be resolved so that people can understand each other's roles and attitudes and develop a degree of philosophical tolerance in the gray areas of responsibility. The principal must consider the

notion of perceived role versus actual or real role of teachers working with students with special needs. The needs and concerns of those affected must be taken into consideration before the staff can arrive at a full understanding of what the total system is trying to accomplish.

As administrators provide the settings and time by which didactic interactions can occur between all who participate in providing services to the students with unmet needs, they have to deal primarily and initially with value systems and with beliefs. One of these is to reduce the emphasis on home or family based causation of problem behavior. Training experiences are needed that will provide an understanding of the diversity in the local society while focusing more on the similarities in children from different cultures than the differences. The school cannot effectively meet the needs of its clients unless it understands the culture surrounding them and its influence on their behavior. The understanding of culture must go beyond the practice of superficial rituals that include holidays, dress, and language. It must include feelings about labeling children as handicapped and the whole area of testing.

Administrators are recognizing that inservice activities have direct relevance, not only to the mandates of federal and state legislation, but also to the classroom practices that will best provide improved educational opportunities for every child. These practices may also serve as demonstrations for what regular educators can do collaboratively with special educators as students with special needs are mainstreamed into regular classrooms. For instance, they may work together to modify classroom materials.

A concern of administrators is the structuring of school and classroom relationships so that all individuals have the opportunity to satisfy their intellectual curiosity and, at the same time, to enjoy the educational support necessary to supplement their basic motivations and efforts. Out of this concern has developed the patterns of individualized instruction, flexible student grouping, and team teaching.

Instruction is another aspect of a comprehensive educational program for students who have learning problems or who exhibit a slow rate of development. Managing the learning environment - putting the bits and pieces together - is the difficult part for the teacher. Administrators and teachers need to respond to a number of questions: What kind of intervention is needed? Where do we start once the initial assessment has been completed? How can specific programs be understood, modified, and continuously evaluated as a part of the total instructional program?

Another management concern is the use of ancillary personnel - including psychologists, social workers, and other professionals - whose contributions must be interpreted to the classroom teacher for instructional purposes. Through staff development activities, the principal can help support service personnel translate their professional jargon into functional and understandable concepts.

Administrator Staff Development Activities

Some programs recognize that while many of the inservice activities are targeted to specific groups (e.g., parents, community representatives, instructional personnel, etc.) they also want to

meet the particular needs of those in decision-making roles. Therefore, workshops for principals, deans, superintendents, supervisors, etc. need to be planned. The mode of delivery of inservice for principals can vary. Some options included:

- retreats, conferences, network meetings, visits to other schools to gain information about specified needs.
- consultant services provided for a principal and his or her administrative staff in the school
- seminars for groups of principals and assistant principals
- seminars for teams of administrators to include the superintendent, central office staff representatives, local school administrators, school board members, etc.
- conferences with local education agency and institution of higher education administrators to discuss preservice-inservice training for both teachers and administrators.

The programs that were having successful experiences in administrator staff development were sensitive to the immediate needs of those involved. The interaction sessions were carefully planned. Dates and times were selected to give optimum attendance. Follow-up was provided through additional seminars, consultant and/or project assistance, or a hot line set up between the principals themselves.

In several Teacher Corps projects, staff and principals identified exemplary elements in the schools and provided forums for sharing information or materials. Deliberate thought was given to replication, demonstration, and institutionalization of effective practices. Some principals prepared media materials to document ongoing project activities. Expertise among the participants was identified. Relative to exceptional child education, many of the administrators had taken course work that was specifically related to students with learning and behavior problems or the gifted, previously taught classes for students with special needs, planned and implemented programs that pertained to a particular aspect of the program (flexible grouping, parent involvement, student assessment, etc.) and in a few cases had family members who required special services.

The concensus seemed to be that problem oriented, critical need centered discussions were valuable. Barriers forums provided an opportunity to take constraints, expectations, and barriers and put them on the table and examine the alternatives. Such discussions often lead to realistic outcomes, simple procedures, and effective utilization of resources. Discussion areas included:

1. the administrator's need to understand the system and how to use it more effectively for students with unmet needs.
2. involvement in proposal writing to develop more ownership in projects.

3. group dynamics and interpersonal relationship skills with other adults to direct meetings or to resolve conflicts.
4. organization and management skills (e.g., how to prioritize activities within the constraints of time or financial concerns).
5. legislation (P.L. 94-142 and Regulation 504) as they affect students receiving special services in regular classrooms.
6. existing programs and materials that deal with diagnostic-prescriptive teaching and educating students with special needs in regular classrooms.
7. ways to adapt existing diagnostic-prescriptive procedures to better meet curricular and instructional level needs.
8. ways to monitor student progress.
9. ways to facilitate collaboration between regular and special education teachers.

COMMUNITY INVOLVEMENT IN TEACHER CORPS PROJECTS

A unique approach within Teacher Corps training activities is to involve preservice interns, inservice professionals, as well as others including community and school workers in jointly attended courses and workshops. Attention to particular needs of individual role groups is balanced or evenly distributed. Attending to the needs of each role group is vital so that the participants will not feel that the program is excluding them or diminishing their role

in the area of concern. The bringing together of professionals and nonprofessionals to include parents and school workers, in training programs has actually enriched the learning experiences for all of the participants. Individuals are able to draw from the experiences, insights, and perspectives of each other. One of the major outcomes of this type of joint activity is a positive understanding of each other's role. This also provides an opportunity for the establishment of unique collaborative relationships that can address particular problem areas.

The project staff at the University of Maine at Farmington was aware that many of their planned activities had to meet the specific needs of the community to gain acceptance. Teacher Corps offered a highly successful course in developmental psychology to community residents and interns. The course covered atypical as well as normal development. The community coordinator arranged counseling sessions to prepare parents for school conferences. This included the annual conference scheduled with all parents as well as meetings with the Pupil Evaluation Team (PET) specifically concerned with special needs children. Consultants from the university and the State Department of Education met with teachers. A teacher committee was formed specifically to develop an identification procedure and curriculum materials. In connection with this effort the community coordinator organized a parent committee to complete a list of persons in the community who could contribute to a program for gifted and talented children.

At Ouachita Baptist University, another rural project, a parent trainers model was developed. A selected group of parents who

received training would then become trainers of other parents in the community. This personalized approach involved specified needs ranging from home economics and nutrition to how to help children with homework.

Training of parents in how to tutor students in reading was a highlight activity of the Michigan project. The extension of this training was through parents who were trained to teach other parents the same tutoring skills. This project also involved several parents in a program in which kindergarten children were assessed in the areas of fine motor skills, gross motor skills, communication, and concept development.

Workshops, classes, or seminars were used at most of the projects to meet specific needs. The University of Nevada's parenting workshop involved parents of handicapped and nonhandicapped students. At San Diego State University, parents of the project school were provided with the opportunity to attend classes which were designed to improve their basic education skills. The primary mission was to develop the parents' basic education skills so they could assist their children in academic areas. Arkansas designed workshops on "How to Help Your Child Develop Reading Skills." In the Syracuse University project, regular and special educators together with parents participated in workshops on "Positive Parenting." "The Child With Special Needs" was one of the topics in the series.

Teacher Corps has heightened its impact on the Canutillo School District in the University of Texas at El Paso project by emphasizing parent participation in several forms: a Parent Education Center with

field-based university courses offered on-site seminars to parents and community members, parent study groups in special education and child development, and an active school-community council. All of these groups emphasized the rights of parents and their relationship to other role groups - teachers, administrators, and students.

Parents study and help formulate learning programs for their own children, share experiences as parents of handicapped children and set goals for their children's future care. Parents felt such strong ownership of this group that they set their own agenda for the next year and presented their approach to special education at a state-wide community education conference. Certificates of recognition and appreciation were part of their incentive program. (See Appendix D.)

An operative Community Based Education (CBE) Program was functioning in the University of Nevada project schools and the community it serves. Parents of regular and exceptional students participated in their multifacited program designed to improve their understanding of the learning process and how educational institutions function. Specific topics of interest to parents and other community members were presented after a need had been expressed by parents themselves and/or determined by the School Community Council. One such topic, that involved parents, faculty, administration and other interested members of the community was "parenting." A series of parenting sessions were held that included the following topics:

1. Introduction to Parent Training
2. Communication Techniques
3. Assertiveness Training

4. Behavior Management Motivation

5. Behavior Management Discipline

6. Behavior Management Methods

7. Follow-up Sessions with Individual Parents

These sessions served important functions:

1. to enlighten parents about problems (often ignored) with respect to their interpersonal relations with their individual children.
2. to help parents to learn how to communicate with children, how to motivate them, and how to teach them new skills.

PARENT INVOLVEMENT

Parents are encouraged to get involved in school programs that are designed to attack particular problem areas or concerns. When the overall climate of the school is calm, invitations to parents to participate often "fall on deaf ears". Inservice training programs designed for parents should include both areas of interest to them personally in terms of their own growth and development and methods for stimulating them to participate in programs that will be addressing important issues in education. In developing programs for community where the outcome desired is a more positive attitude toward the learner with special needs, it is important to include a selection of parents of students with special needs as participants, presentors, and group leaders, if possible. Disabled individuals themselves can also be utilized in these programs and have been found effective in producing change in attitudes.

Inservice programs for parents can also include the multicultural aspects of the disabled in our society. This is important in terms of cultural expectation, the stigmatization of labels, the emphasis on strengths rather than weaknesses, and particularly the whole concept of employment of the handicapped in the community.

Parents, who are educationally limited themselves need opportunities to improve their own basic skills so that they can enhance their own self-concept as well as provide additional support to their children in areas involving basic skills. A vital part of parenting is the whole notion that parents can be effective teachers particularly if they have children with special needs. Appropriate training is absolutely necessary for parents who are going to be working in academic areas with their own children who exhibit learning problems.

A part of community inservice training could involve the area of training senior citizens, e.g., "grandmother" and "grandfather" tutorial programs. This activity is important because it relates directly to the concept of the extended family and it has vital implications for the whole home-school management cooperative effort.

Quite often there are single parent situations where youngsters exhibit learning and behavior problems. What can Teacher Corps offer these individuals in terms of a better understanding of school and community services as well as information about ways in which the parent can enrich the experiences of the student at home?

The parents of older students with learning and behavior problems, including those that fall under the category of troubled youth, are going to need a tremendous amount of support and information sharing from the school as they attempt to deal with specific issues

that may include truancy, alcohol, and drug abuse as well as career goals. Adolescent problems are an extremely important area of concern for parents as this stage of development seems to present the greatest number of problems. As the students get older, there appears to be an increasing reluctance on the part of the parents to participate in school activities. Therefore, parents can be encouraged to participate through programs that are directed toward their interests and toward the whole concept of what is required to keep their children in school. Areas of interest might include:

1. competency evaluation
2. reentry for drop outs
3. feeder school articulation of students
4. legal rights and due process procedures
5. availability of special programs
6. opportunities for involvement in school projects

The area of the gifted is beginning to receive wider attention in inservice training focusing on how parents and other community individuals from low-income areas can identify and work with children who are deemed gifted and talented. It is both a school and community responsibility to cooperatively collaborate in providing these youngsters with appropriate experiences. Parents can function as advocates for the development of different types of programs for the gifted. Additionally, they can involve individuals other than the students' parents, who can enrich the students' lives such as community leaders, community professionals, individuals from community agencies as well as those identified within the community who have special gifts and talents.

An important caveat for those who are developing inservice programs for parents is to recognize that they may be only getting participation from parents who would be involved in the school sponsored activities anyway. The challenge to educators is to motivate the parents who rarely, if ever, come to school and who need to be involved in these types of programs. In some programs interns have provided a valuable resource in areas involving parent participation. In the University of Montana at Missoula/Browning Public Schools - District #9 Teacher Corps Project, interns surveyed the entire community in order to accumulate information regarding community interest as well as determining willingness to participate in project activities. Individuals were identified who could provide training themselves in such areas as arts and crafts, vocational areas of concern, and particularly in areas related to the Native American culture.

SUMMARY

As educators develop additional skills that enable them to be effective with students exhibiting special needs, they will become better educators in the general sense. To this extent, quality training should emphasize attitudes as well as preciseness in educators' observational and instructional strategies. This extends beyond the basic understanding of the nature and needs of the handicapped population. Without the emphasis on quality and preciseness, it is unrealistic to expect teachers to be accountable for the variability in their classroom and to be scientific in their selection and utilization of appropriate resources.

The key to developing a successful continuum of training activities in the area of special needs is to emphasize those aspects of training that are creative, uniquely personalized, as well as relevant to the individual. It is important to remember that inservice training must extend beyond the development of instructional skills. It must develop positive attitudes toward children. In this way teachers will be able to motivate students to learn. One way of developing good attitudes is to insure that individuals are supported. Administrators as a group do not desire to provide additional burdens to already overburdened teachers. With this in mind, they have to be sensitive to the needs of the teachers by making provisions for flexibility in the way the needed competencies are acquired. Incentives for participation and recognition of adult learning processes should be considered as guidelines are developed.

Those in teacher education must analyze every aspect of training in order to transform the aggregate of isolated elements or components into a meaningful source of useful data. They must identify the elements that tend to erode the training process as well as make visible those components or correlates that form a cohesive force for achieving the desired goals and objectives.

Training activities, that are conceptualized during the planning stage, must be an integral part of the total design of the program. Those who develop the program design and those who are principals in the program should be involved in joint planning. The outcomes should provide an estimate of how the different aspects of the program interact to effect changes in the behavior of the participants.

In determining the effectiveness of a training design, the following must be addressed:

1. Develop the collaborative relationship between those who formulate the program and those who will carry out the program given the realities of schools as they are presently constituted.
2. Establish the specific changes that are to be expected in the participants and how these changes will be linked to changes in learner behavior.
3. Develop a continuous process of monitoring that includes observation of participants as well as the students they teach.
4. Determine the elements that have resulted in changes in the participants' behavior.
5. Determine what changes in the behavior of the participants effect student behavior in schools.

The whole concept of governance with regard to policy making must be undertaken as a collaborative effort where each of the elements (those who plan for training, receive training, and develop training programs) have parity in the decision-making process. To this effect, any single participant should have the same rights and power as does any other participant within the larger system.

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ADDITIONAL RESOURCES:

Tape Albums

No. 70 A Conflict of Values

No. 71 Indian Gifts of Culture and Diversity

No. 72 Cultural Diversity in Education: Teaching Spanish Speaking Children

No. 73 Spanish Americans - Language and Culture

No. 74 Barriers to Learning: Teaching Asian American Children

No. 75 Asian Americans: Cultural Contrasts

No. 76 Educational Perspectives: Teaching Black Children

No. 77 Black Language - Black Culture

Tape Cassettes

Cultural Diversity

No. 67 Education: Special for the Mexican American

No. 68 The Quiet Minority - The Oriental American

No. 78 They Shall Create: Gifted Minority Children

Government and Children's Rights

No. 65 The Right to Education

No. 113 Talking with Children

Sound Filmstrips

No. 46 Precision Teaching

No. 48 A Model Law for Handicapped Children

All of the above materials can be obtained from The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Training Materials and Media for Paraprofessionals

Slide/Cassette Tape Programs

Paraprofessional Roles and Responsibilities

Kansas Facilitator Model

Public Law 94-142 and The Paraprofessional

General Teacher Training-Working with the Paraprofessional

General Paraprofessional Training including slide cassette show on communication, the instructional process, classroom management, and managing educational environments.

In addition, there is a printed document called Guidelines for Administration, Training, and Utilization of Paraprofessionals in Special Education Programs. A complete description of these materials, the Kansas program in general, and information on in-service workshop assistance can be obtained by contacting Phyllis Kelly at the State Department of Special Education, 120 East 10th Street, Topeka, Kansas 66612 or by calling (913) 296-3866.

APPENDIX A

SPECIAL EDUCATION TERMINOLOGY

SPECIAL EDUCATION TERMINOLOGY

CATEGORICAL DEFINITIONS

BLIND

Blind individuals are those who are sightless or who have such limited vision that they must rely on hearing and touch as their chief means of learning.

COMMUNICATION DISORDERED

Individuals with communication disorders are those who exhibit an impairment in speech and/or language (including impaired articulation, stuttering, voice impairment, and a receptive or expressive verbal language handicap) that is sufficiently severe to adversely affect the performance of an individual in the usual school program.

DEAF

Individuals who are deaf are those whose hearing is extremely defective so as to be essentially nonfunctional for ordinary purposes of life.

DEAF-BLIND

Deaf-blind individuals are those who have been diagnosed as having both hearing and vision handicaps, the combination of which causes severe communication and other developmental and educational problems.

DEVELOPMENTALLY DISABLED

The term "developmental disabilities" refers to a disability attributable to mental retardation, cerebral palsy, epilepsy, or other neurological condition of an individual found to be closely related to mental retardation or to require treatment similar to that required for mentally retarded individuals, which disability originates before such individual attains age eighteen, which has continued or can be expected to continue indefinitely and which constitutes a substantial handicap to such individual.

EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED

Emotionally disturbed/behavior disordered persons are those individuals diagnosed by professionals as having severe emotional conditions which interfere with the learning process, relationships, and/or personal adjustment as evidenced within school settings. The person's primary difficulty is emotional/behavioral.

HARD OF HEARING

Individuals classified as being hard of hearing possess slightly to markedly defective hearing, as determined by their ability to use residual hearing in daily life, sometimes with the use of a hearing aid.

HEALTH IMPAIRED

Individuals with health impairments are those whose educational progress is restricted because of limited strength vitality, and alertness due to chronic health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or other illness.

LEARNING DISABLED

Learning disabled individuals are those who exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These disorders may be manifested in difficulties with listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc.

MENTALLY GIFTED

The "mentally gifted" include individuals whose potential is so high or whose level of mental development is so far advanced that they have been identified by professionally qualified personnel as needing additional educational opportunities beyond those provided by the usual school program if they are to be educated to the level of their ability.

MENTALLY RETARDED

The classification "mentally retarded" refers to individuals whose significantly subaverage general intellectual functioning exists concurrently with deficits in adaptive behavior, and is manifest during the developmental period.

MULTIPLY HANDICAPPED

Multiply handicapped individuals are those who have a combination of two or more handicaps which produce multiple learning, development and/or behavioral problems.

ORTHOPEDICALLY HANDICAPPED

Orthopedically handicapped individuals are those who exhibit a musculoskeletal condition of a type which might restrict normal opportunity for education or self support. The term is generally considered to include individuals with impairments caused by congenital anomaly, disease, and accident.

SEVERE HANDICAP

Severe handicap is defined as the disability which requires multiple services over an extended period of time and results from amputation,

blindness, cancer, cerebral palsy, cystic fibrosis, deafness, heart disease, hemiplesia, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia and other spinal cord conditions, renal failure, respiratory or pulmonary dysfunction, and any other disability specified.

TALENTED

The "Talented" include individuals identified by professionally qualified personnel as being capable of high performance in one or more areas of special competence. Among those areas of special competence are creativity, leadership ability, social adeptness, and facility in the productive and performing arts.

VISUALLY IMPAIRED

Visually impaired individuals are those whose vision is impaired in any of its functions, as manifested by imperfect depth perception, faulty muscular action, or poor peripheral or central vision.

GENERAL DEFINITIONS

ADAPTIVE BEHAVIOR

An assessment also should be made of the child adaptive behavior in the school setting based on observations and records, and where appropriate, the use of adaptive behavior scales. Information from the home should include (1) the child's adaptive behavior in the home, community and neighborhood, as perceived by his parents or guardians or principal caretakers, (2) the sociocultural background of the family, and (3) the child's health and developmental history.

ADMINISTRATOR OF SPECIAL EDUCATION

A person designated by the education agency who has full or part-time responsibility for the planning, coordinating, budgeting, implementation and monitoring of all special education and related services provided to each exceptional child.

APPROPRIATE EDUCATION

An individualized program for a specified time period provided at no cost to the parents in order to meet the specific special education needs of an exceptional child.

ASSESSMENTS

Those instruments, techniques, and/or procedures used by qualified professionals to determine the specific educational strengths and weaknesses of the exceptional child. This process may be considered an "evaluation" by some education agencies.

CHILD ABUSE AND NEGLECT

The physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby. (P.L. 93-247)

CHILD-FIND

The process used by education and other agencies to seek and identify those children "unserved" or "ill-served" who have special education needs.

COMMUNITY SURVEY

A procedure in which households within the jurisdiction of the education agency are surveyed for the purpose of locating and identifying individuals who might be exceptional.

DEVELOPMENTAL DISABILITIES

Disabilities as those attributable to mental retardation, cerebral palsy, epilepsy, or another neurological handicapping condition of an individual to which the following criteria apply: (1) the disability originates before such individual attains age 18; (2) the disability can be expected to continue indefinitely, and (3) the disability constitutes a substantial handicap to the individual.

DUE PROCESS

A sequence of procedural safeguards established by the education agency so that when an individual is faced with a decision or potential decision affecting his educational environment, he has the opportunity to be heard in his own behalf as well as the right to impartial resolution of conflicting positions.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

Public Law 94-142, mandates a free appropriate public education for each exceptional child. Within the Federal law, a legal framework has established the following mandates:

All exceptional children and their parents shall be guaranteed due process with regard to identification, evaluation, and placement procedures.

A written, individualized educational program shall be developed for each child determined to have special educational needs.

Educational placement decisions for each exceptional child shall always be in the least restrictive environment appropriate to the child's learning needs.

Responsibility for providing the appropriate educational program for each child rests with the local education agency.

A periodic review shall be conducted by the education agency at least annually to evaluate the exceptional child's progress and to rewrite the educational plan.

ELIGIBLE STUDENT

Any individual child between the ages of birth through twenty-one determined to have a special education need.

EVALUATION, CHILD

A collaborative process whereby a team of qualified professionals develops recommendations on the specific educational strengths and weaknesses of the exceptional children. Recommendations shall come from specific and individualized assessments performed. See "assessments" above.

EVALUATION, PROGRAM

A systematic approach or process of reviewing and determining the status and effectiveness of each public and private special education program for which the education agency has responsibility.

EXCESS COSTS

Those costs which are in excess of the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school student. The excess cost shall be computed after deducting a) amounts received under Federal appropriations for P.L. 94-142 or under Title I or Title VII of the Elementary and Secondary Act of 1965, and b) any State or local funds expended for programs which would qualify for assistance under Federal appropriations for special education.

FREE, APPROPRIATE PUBLIC EDUCATION

Special education and related services which a) have been provided at public expense, under public supervision and direction, and without charge, b) meet the standards of the State educational agency, c) include an appropriate preschool, elementary, or secondary school education in the State involved, and d) are provided in conformity with the individualized education program required under section 614 (a) (5) of P.L. 94-142, the Education for All Handicapped Children Act.

HANDICAPPED CHILD

"Handicapped child" means a natural person between birth and the age of twenty-one, who because of mental, physical, emotional or learning problems requires special education services.

INDIVIDUALIZED EDUCATION PROGRAM

A written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, the child. The statement shall include a) a statement of the present levels of educational performance of such child, b) a statement of annual goals, including short-term instructional objectives, c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular education programs, d) the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

LEAST RESTRICTIVE ENVIRONMENT

"To the maximum extent practicable, handicapped children shall be educated along with children who do not have handicaps and shall attend regular classes. Impediments to learning and to the normal functioning of handicapped children in the regular school environment shall be overcome by the provision of special aids and services rather than by separate schooling for the handicapped. Special classes, separate schooling or other removal of handicapped children from the regular educational environment, shall occur only when, and to the extent that the nature or severity of the handicap is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily." (Tenn. Code Ann. 49-2913(B)

MAINSTREAMING

Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with non-exceptional children; and that special classes, separate schooling, and other removal of an exceptional child from education with non-exceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services.

MULTIDISCIPLINARY STAFFING TEAM

Composed of a group of professionals and the parent who equally participate in the decision-making process to determine the specific educational needs of the child, develop an individualized education for the child and determine the appropriate education placement for the exceptional child.

PARENT

The exceptional child's natural parents, guardian, or parent surrogate designated responsible for making decisions for the exceptional child.

PRESCHOOL AGE CHILDREN

Dependent upon State regulations, education agencies may be responsible for providing appropriate educational opportunities for children ages birth through five.

RE-EVALUATION

A process whereby the professionals periodically but at least every three years conduct an evaluation on the educational needs of each exceptional child. See Evaluation and Assessments above.

RELATED SERVICES

Transportation, and such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.

REVIEW

A process whereby the multidisciplinary team meets periodically but at least annually to review the objectives of the exceptional child's individualized education program and make the necessary recommendations for any indicated changes necessary in that education program.

SCHOOL AGE CHILDREN

It shall be the policy of each education agency to guarantee a free appropriate public education for every exceptional individual within the legal jurisdiction of the agency who is between the ages of three through twenty-one.

SECONDARY/POST-SECONDARY AGE

Depending on State regulations, education agencies may be responsible for providing free appropriate educational opportunities for individuals aged eighteen through twenty-five. Some limitations exist, in the form of a qualifying clause, that extends the responsibility of the education agency to those individuals in this age range who have "not obtained a high school diploma or its equivalent."

SPECIAL EDUCATION

"Special education" means classroom, home, hospital, institutional or other instruction to meet the needs of handicapped children, transportation and corrective and supporting services required to assist handicapped children in taking advantage of, or responding to, educational programs and opportunities.

REFERENCES

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Vol I-D. Florida Department of Education, Bureau of Education for Exceptional Students, Division of Public Schools, Tallahassee, FL, 1978.

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APPENDIX B

LISTS OF COMPETENCIES

Teacher Corps Youth Advocacy

Teacher Competency List

developed by

Arizona State University
Teacher Corps Project

Teacher Corps Youth Advocacy

Teacher Competency List

The following teacher competencies are intended to apply to three groups of educators:

- Paraprofessionals
- Preservice Teachers
- Inservice Teachers

A basic teaching competency list was developed which applies to all three role groups. Assessment of each competency is done in terms of the performance, standards, and conditions. Differences in conditions under which a competency must be performed and standards to which a competency must be demonstrated are intended to distinguish between the three levels of teaching competency in the classroom.

Together with the competencies, the conditions and standards comprise the framework which shows the progressing levels of minimal performance for paraprofessionals, preservice teachers, and inservice teachers.

I. General conditions under which the competencies are intended to be demonstrated are as follows:

- school location in an inner city area
- an ethnic mix of Mexican-American and Black students
- students with low socio-economic levels
- students with records of delinquency or school absenteeism
- students with reading levels ranging from 1st through 12th grade

II. Specific conditions and standards for Paraprofessionals, Pre-Service Teachers, and Inservice Teachers

A. Paraprofessionals

The paraprofessionals are expected to perform a smaller number of the competencies. In addition, some competencies have been re-written to reflect the different standards or conditions required. (See attached paraprofessional list)

The conditions for demonstration of the competencies will be:

- under the supervison and specific direction of an in-service teacher
- within the structure of a previously planned classroom setting

B. Preservice Teachers

A fewer number of competencies are expected of preservice teachers due to the fact that they are not expected to perform many of the setting related skills. The preservice teachers are expected to be able to demonstrate the other competencies as stated. The level of importance of each competency for each role group is indicated in the right hand columns. The higher the level of importance indicated for preservice teachers, the higher the standard for acceptable performance will be.

The conditions for demonstration of the competencies for preservice teachers will be:

- without the supervision and specific direction of an inservice teacher
- demonstration within the structure of a previously planned classroom setting
- works within a restricted time and duty schedule

C. Inservice Teachers

The inservice teachers are expected to be able to demonstrate the competencies as stated. Inservice teachers are expected to demonstrate additional proficiency in the basic competencies as well as a larger number of the competencies.

The conditions for demonstration of the competencies for inservice teachers will be:

- demonstration without a previously planned classroom structure
- works under a full-year schedule of duties

TEACHER CORPS YOUTH ADVOCACY PROJECT

Teacher Competencies List

Level of Importance
High - 12
Medium - 8
Low - 4

I. Instructional Competencies	*Paraprofessional	Preservice Teacher	Inservice Teacher
A. Subject Matter Specialist			
1. Demonstrates a knowledge of subject matter structure when planning and implementing instruction.		12	12
2. Demonstrates a knowledge of methods of inquiry used in his subject matter area.		12	12
3. Teaches students to respect their cultures and the cultures of others.	10	11	12
4. Reinforces the skills of reading and writing as an integral part of his subject matter.	8	11	12
5. Teaches subject matter concepts, skills, and attitudes used in everyday life.	8	12	12
6. Relates his subject matter to other academic disciplines.		8	11
B. Planning Instruction			
1. Assembles pertinent data concerning students and uses it in planning instruction.	7	11	12
2. Prepares course outlines that describe major instructional units or activities and a tentative schedule for their completion.		12	12
3. Prepares course objectives which describe concepts, skills, and attitudes that are appropriate for the students and the courses taught.		12	12

4. Involves students in planning instructional objectives and activities.	9	10
5. Prepares and/or selects instructional materials appropriate for the stated course objectives.	12	12
6. Selects the methods of instruction appropriate for the stated course objectives.	12	12
7. Prepares materials for assessing and recording students' attainment of stated course objectives.	12	12
8. Plans for the effective utilization and assessment of instructional assistants (tutor, aides, preservice teachers, etc.).	4	10
C. Implementing Instruction		
1. Begins instruction at the students' level of instruction and achievement.	12	12
2. Provides opportunities for maximum student growth in attaining course objectives.	12	12
3. Provides appropriate incentives and encourages intrinsic motivation to help students attain course objectives.	12	12
4. Demonstrates effective use of teaching/learning activities related to stated course objectives which will include the following activities: lecture or giving information, small groups, whole class discussion, questioning techniques, audio-visual aids, inquiry, individualized instruction, providing feedback, providing practice, creative expression, use of community resources.	12	12

5.	Provides a rich and varied environment to facilitate and stimulate the learning process.	5	10	11
6.	Demonstrates proper use of a variety of appropriate materials and procedures for assessing/evaluating student performance on stated course objectives.	8	10	12
7.	Helps students develop and practice self-evaluation.	8	8	9
8.	Provides students and parents with meaningful reports of student progress.	8	9	12
9.	Provides opportunities for instructional assistants to implement instruction.		4	8
D.	Evaluation Instruction			
1.	Selects and prepares appropriate procedures for summary evaluation of the course.		8	12
2.	Collects and summarizes information from students, peers, supervisors and self for course evaluation.	12	7	11
3.	Revises course objectives, materials, and procedures as indicated by the results of the course evaluation and student performance on stated course objectives.		9	12

II. Personal/Interpersonal Competencies

A. Interacting with Students

1.	Demonstrates respect for the worth and dignity of each student as a person.	12	12	12
2.	Demonstrates awareness of and empathy for the individual needs and feelings of students.	12	12	12
3.	Provides opportunities for students to express their concerns and responds positively to those concerns.	12	12	12
4.	Provides students with experiences that build their self-concepts.	11	11	12
5.	Is able to deal effectively with interpersonal conflict.	10	11	12
6.	Promotes effective group dynamics.	5	9	9
7.	Has realistic expectations for students and encourages students to have similar expectations.	8	11	11
8.	Models, and seeks to develop in students, behaviors of emotional stability, a sense of humor, self-awareness, and an acceptance of others.	12	11	11

B. Counseling and Advising Students

1.	Collects data about each student from a variety of sources (records, questionnaires, interviews, check sheets, tests, etc.) and utilizes the data to help students solve problems.		8	11

2. Promotes positive student peer relationships.	7	10	11
3. Utilizes suitable counseling techniques in helping individual students with educational and personal problems and, when appropriate, in meetings with parents.	8	9	11
4. Helps students explore opportunities and problems associated with various vocations.	4	5	10
5. Utilizes specialized services when appropriate.		6	10
C. Interacting with Others			
1. Works effectively with other educators and the general public to formulate desirable overall school aims.	3	3	9
2. Works effectively with parents, other community members, and other educators to improve the overall school program.	3	3	10
3. Works effectively with administrators and other teachers to promote improvement of the instructional program.	3	3	11
4. Communicates educational problems and interprets educational programs to the public.	2	2	9
5. Solicits and accepts help and suggestions from resource personnel.		8	8
6. Helps develop teaching skills and overall growth of instructional assistants.		2	9

D. Developing Self		
1. Describes how he/she perceives him/herself and makes comparison with others' perceptions.	4	7	9
2. Participates in a planned program of professional and personal growth.	4	6	11
3. Describes current educational research, issues and trends.	1	8	9
4. Keeps informed on current local, national and international happenings and issues.	4	8	8
III Professionalism Competencies			
A. School Program Responsibilities			
1. Is able to describe the programs, services and policies of the school.	11	7	11
2. Relates course objectives to the overall aims of the school and seeks their achievement.		9	11
3. Exercises leadership and initiative in curriculum development.			10
4. Participates in planning and implementing the student activity program.	4	4	8
5. Participates in research activities related to program improvement.		3	8

6. Accepts delegated share of administrative responsibility for operation of the school.		4	9
7. Assists in the collection, interpretation and dissemination of relevant data on the evaluation of the total school program.		4	8
8. Makes changes as needed on the basis of the program evaluation.		4	10
B. Community Responsibilities			
1. Supports enterprises and projects that promote the best welfare of the community.		5	8
2. Participates in community activities, organizations and projects.		5	7
3. Works for the achievement of school/community cooperation.	4	4	8
4. Provides an example of good citizenship.	9	8	9
C. Teaching Profession Responsibilities			
1. Adheres to and helps enforce a professional code of ethics.		9	10
2. Belongs to and assumes an active role in professional organizations.		7	8
3. Supports administrative policy and procedures and assists in their study and development.		6	8
4. Works for legislation that will improve education.		3	2

THE TASKS OF TEACHING

A Model for Encouraging Constructive Growth and Development

developed by

Michigan State University
Teacher Corps Project

THE TASKS OF TEACHING***

A Model for Encouraging Constructive Growth and Development

I. Assessment Task: a systematic process of studying the behavior of learners and the variables of instruction prior to making judgments about needed and possible instructional goals and strategies

Subtask*	Skill(s) needed to perform subtask**	Discussion
A. Data-Gathering: Observe and record behavioral data about learner(s) and the human, environmental, and curricular variables with which s/he interacts.	Ability to observe and record precise behavioral data. Ability to distinguish fact (actual behavior) from inference (teacher judgment).	1. Gather data in area of need(s) - physical, social-emotional, intellectual. 2. Look at the behavior in different contexts - classroom, school, community, home.
B. Data Analysis: Analyze data and make hypotheses about potential causes and consequences of the behavior.	Interpretation skills - ability to organize inferences into testable - tentative hypotheses.	Only regular displays of non-productive (non-exploratory, disrespectful and/or irresponsible) behaviors or patterns of behavior should be considered problem behavior(s) and therefore in need of change.
C. Communication: Communicate to learner(s) the data that was gathered and analyzed. Interact with others about optimal decisions for growth.	Interpersonal communication skills Ability to interact with others for common understanding of what is needed and possible for growth to the student.	Communicate your beliefs and values to learners and significant others. Share what you consider to be desirable human behavior. Understand their reactions, impressions, concerns regarding what is or isn't important for their growth.
D. Decision-Making: Make decisions relevant to the knowledge and performance skills needed by learner(s) for growth.	Skill in identifying the knowledge and performance skills needed by the learner(s) for growth.	This step terminates the assessment process. Determine (a) Whether or not the student(s) has needs for which goals and objectives for behavior change should be formulated. (b) Whether or not the environmental limitations and/or possibilities allow for change to be brought about.

*The first three steps do not necessarily occur in this order nor only once.

**These skills are performed differently during instructional design than during instruction

***Originally conceptualized at Michigan State University under direction of Judith Henderson Lanier, format developed by Mary Durkee Emshoff.

II. Goal Setting: Objective Specification: The teacher decides where s/he is going with his/her instruction by making explicit the changes in student behavior which s/he intends to encourage.

Subtask	Skill(s) needed to perform subtask	Discussion
A. Goal Identification: Identify and state a major out-of-school goal (specific situation) that indicates the need for the knowledge and/or skill assessed as lacking.	Ability to identify and state beyond-school goals.	This is an essential step if schools are to provide school activities which are relevant and meaningful to children.
B. Determine In-Class Analogue: Determine a simulation of the beyond-school situation that would be possible in the situational context in which one is teaching.	Ability to devise an in-class analogue to simulate beyond-school situation.	Specify the behavior and the situation. The situation should be as close as possible to the actual beyond-school situation to maximize the likelihood of transfer.
C. Make Goals Explicit: State cognitive (knowledge/skill) and affective (feeling/attitude) objectives necessary for attaining the goal.	Skill in specifying behavioral objectives.	In writing behavioral objectives you must include (1) The specific behavior to be performed -- tell the student exactly what s/he must do to demonstrate the acquisition of the needed knowledge or attitude. (2) A set of conditions under which the outcome is to be evaluated -- tell student where s/he will be asked to demonstrate his/her learning and what will be available to him/her in the situation, and (3) A specific criterion level -- how well s/he will have to perform.
D. Communication and Negotiation	Interpersonal communication skills. Ability to interact with others for common understanding; clearly give and receive information.	It is essential to communicate with learners in order for them to understand and work specifically for the attainment of agreed upon goals. Communication about objectives helps to motivate learners and gives them an understanding of what exactly must be done to know that the goal has been achieved.

III. Strategies: Planning and Implementation

Subtask	Skill(s) needed to perform subtask	Discussion
A. Decision-making: Produce a plan that describes the ways in which the variables of instruction will be manipulated to bring about the intended changes in learner behavior. Communicate that plan to the learner.	Skill in selecting a means for producing intended change in student behavior using operant, respondent and model learning. Communication skills.	Instructional design skills utilize all of the data gathered during the assessment phase and organize it into an effective plan for instruction.
B. Prepare strategy. Prepare human, environmental and/or curricular variables so that learning will be articulate with the learner objectives.	Instructional design skills-knowledge of appropriate activities, application of Piaget's theory (concrete experience and socialization), consideration of classroom management needs, provision for special individual needs as well as group needs.	Do I have all of the materials I need? Are there any things which I have forgotten or any new variables which may help or hinder instruction? Do I know what I am to do? Are my instructions to the student clear, understandable, and complete? Do I have a back-up strategy in case what is planned does not work? Can I imagine any difficulties? Do I have a plan to handle these difficulties?
C. Implement strategy, carry out and/or modify the planned strategies when necessary.	Ability to carry out and/or modify, when necessary, the planned strategies. These skills include operant-strategy skills, such as eliciting the desired response from the student (e.g., through questioning, demonstrating, cueing, etc.), and effectively rewarding the desired response (e.g., giving recognition, praise, pleasure, etc.); respondent-strategy skills of pairing selected stimuli to obtain a desired response; model-strategy skills such as getting students to attend to a model, getting the model to exhibit the desired behavior, and providing suitable consequences for the model.	1) You will be putting your plans in action. 2) You will be reviewing, reanalyzing, and rearranging all of the variables you planned for in an on-going activity. 3) You will be creating, maintaining, and when necessary restoring the learning environment so that desired learning will occur.

IV. Evaluation of Assessment, Goal-Setting and Strategies: This is the systematic process of appraisal by information from many sources is gathered and used to make judgments concerning the quality (correctness, efficacy, adequacy) of the assessment, goal setting and strategy process performed.

Subtask	Skill(s) needed to perform subtask	Discussion
A. Select Instruments and Procedures for Evaluation: Decide which will be most suitable for gathering data about changes in learner(s) and the variables of instruction as a consequence of assessment, goal-setting, and strategies.	Decision-making skills.	
B. Prepare Evaluation Instruments.	Ability to generate appropriate questions or tasks, prepare record-keeping devices and/or make suitable arrangements for reliable and valid data collection.	If objectives were well-written, most of the work for preparing the instrument is done. Plan to measure intended and unintended learning. Unintended can be cognitive or affective; constructive or destructive.
C. Gather Relevant Data.	Skill in gathering relevant data about the efficacy of the strategies, the student's attainment of the objective, and the accuracy of the assessment (data collection skills).	Make observation of the learned behavior, note frequency and duration and record your observation. Use as many modes as possible to collect data. Collect enough data to make accurate decisions, be sure you are collecting behavioral data, evaluate skills or knowledge which is useful to the learner.
D. Analyze Data and produce hypotheses about potential causes and consequences of the results of assessment, goal-setting and strategies.	Data-analysis skills.	This is very similar to the analysis at the assessment level. Look for patterns of the behavior and examine these in different contexts and domains. Be aware of both obvious and subtle changes, look at consequences of behavior. You will know if your goals have been met. If goals have not been achieved, look at your responsibility in these results.

Subtask	Skill(s) needed to perform subtask	Discussion
E. Communication: Provide feedback to students, parents, and other educators concerning the results of teaching.	Communication Skills - Especially the ability to give responsible positive and negative feedback.	This is one of the most important steps in the evaluation task. A great deal of learning occurs when people become aware of the consequences of their behavior. It is important to communicate both observed changes in behavior and the consequences of those changes to help students see learning as rewarding and useful.

TEACHER COMPETENCY PROFILE

developed by

University of Nebraska
at Lincoln Teacher Corps Project

TEACHER COMPETENCY PROFILE

Profile of (Name) _____ Date _____
Progress Report _____
End of Semester Report _____

Supervisor _____ Cooperating Teacher _____

Name of Person Filling Out Profile _____

Competencies * = Required in NUSTEP Leave Blank if No Opportunity to Demonstrate	Exemplary	Strong	Successful	Needs Improvement	Comments
Cluster I - Diagnosis and Planning					
1.1 Identifies and diagnoses learner needs					
*1.2 Specifies desired learner outcomes to meet diagnosed needs					
1.3 Determines assessment indicators for each outcome					
*1.4 Plans learning activities to achieve desired outcomes					
Cluster II - Learning Director					
2.1 Provides effective environment for learning					
*2.2 Uses basic instructional skills effectively					
2.3 Develops concepts, skills and attitudes of learners					
*2.4 Uses media, resources and strategies effectively					
Cluster III - Assessment					
*3.1 Gathers desired learner outcome data					
3.2 Analyzes and uses learner outcome data					
3.3 Uses assessment data to improve educational program					
Cluster IV - Humanizing Agent					
*4.1 Exhibits and develops positive self-concepts					
*4.2 Demonstrates general human relations skills					
4.3 Relates with learners with exceptional learner needs					
4.4 Relates with learners in a multicultural society					
4.5 Relates with appropriate age level learners					
Cluster V - Professionalism					
*5.1 Relates positively with team, peers, and other professionals					
5.2 Relates professionally with community					
5.3 Establishes and implements self-development program					
5.4 Demonstrates and promotes professional understanding and action					
Cluster VI - Subject Area Leadership					
*6.1 Demonstrates a sound understanding of subject matter in endorsement area					
*6.2 Organizes and applies subject matter skills and processes					
6.3 Develops curriculum for achieving subject area goals and activities					
As of this date, the overall rating is:					

CLASSROOM TEACHER COMPETENCIES:
DEALING WITH SPECIAL LEARNING AND BEHAVIOR PROBLEMS

I. Defining and Assessing Problems.

1) When describing children with academic and behavior problems in the classroom, the teacher will specify behaviors which are observable, countable, and unambiguous to potential observers. The teacher will not define problems in terms of inner conditions of children.

2) After defining an academic and social behavior problem in behavioral terms, the teacher will determine the extent of the problem through collection of direct observational data on student performance.

3) When teaching a group of students in any subject area, the teacher will elicit student responses which are indicative of the student's self concept, both general and in the specific subject area. Using this information as well as other behavioral cues (e.g., interaction with other students), the teacher will identify students suspected of having a poor concept.

4) In working with students, the teacher will recognize signs of vision and hearing problems, identify students with such signs, and refer the students for screening and diagnostic testing.

5) When dealing with a student with problems of academic learning or social behavior, the teacher will set one or more specific instructional objectives, each containing a statement of the desired behavior, the conditions under which the behavior will be observed, and the criterion for successful student performance.

6) In planning instruction for objectives which require more than one step in teaching, the teacher will break the objective down into a series of small directly teachable steps and state an objective for each step of the teaching process.

II. Solving Problems

7) When working with a student with a problem of academic learning, the teacher will specify and implement an individualized teaching procedure (TP) for each instructional elements: 1) teaching method; 2) instructional material; 3) consequence for appropriate student response.

8) When working with a student with a problem of social behavior, the teacher will specify and implement an individualized TP for each instructional objective. Each TP will draw from one or more of the following instructional elements: 1) teaching method; 2) instructional material; and 3) consequence for appropriate student response.

9) When working with a group of students with group behavior problems, the teacher will plan and implement a group TP for each instructional objective. Each TP will draw from one or more of the following instructional elements: 1) teaching method; 2) instructional materials; and 3) consequence for appropriate student response.

10) After identifying students showing behavioral signs of a low self-concept, the teacher will plan an individual or group TP intended to increase self-confidence. Each TP will draw from one or more of the following instructional elements: 1) teaching method; 2) instructional materials; and 3) consequence for appropriate student response.

Classroom Teacher Competencies

11) The teacher will plan and implement TPs for students with academic and social behavior problems only after she/he has stated the problem in behavioral terms and set one or more specific instructional objectives.

12) When confronted with a learning or behavior problem with which already available TPs have not worked, the teacher will obtain information on alternative TPs from various sources with in the school or school district, and implement an alternative TP within a reasonable time period.

13) In setting seatwork/homework assignments for students with problems of academic learning, the teacher will provide alternative tasks, if student is agreeable, and/or set differential expectations regarding completion of the work, based on the present level of student skills.

14) When giving students directions for completing a task, the teacher will observe student responses, note students who don't follow directions, and if necessary, alter the content and structure of future directions for individual students.

III. Reinforcing and Controlling Behavior

15) In all instructional situations, the teacher will give social and/or material reinforcement only when student behavior/response is appropriate, and will provide corrective feedback when student behavior/response is inappropriate.

16) The teacher will develop with students rules for appropriate behavior in the classroom, and consequences for adherence to and/or breaking of the rules. Once rules are set and made known to class members, stated consequences will be consistently applied.

IV. Measuring Progress

17) After implementing TPs for specific instructional objectives, the teacher will gather systematic information at least twice a week with regard to student performance in relation to stated objectives. When a specific objective is achieved, the teacher will check two to four weeks after the TP is discontinued to see that an adequate level of performance has been maintained.

18) In specifying TPs for problems of academic learning or social behavior, the teacher will, whenever possible, utilize teaching procedures which provide daily data on student progress toward the instructional objectives.

19) The teacher will represent data on student progress toward instructional objectives in visual form, on simple two-dimensional charts, and will keep progress charts continually updated. In at least 50% of all situations involving use of charts, the teacher will have the student maintain his/her own progress chart.

20) For students with minimal reading skills, the teacher will provide alternate means of obtaining necessary factual and interpretative information, as well as alternate methods of taking tests to determine the level of information acquisition.

21) In determining school progress of students and reporting of progress to others, the teacher will use as a point of referral the student's previous level of success, not the level of success of other students in the class or school.

Classroom Teacher Competencies

V. Requesting help

22) In planning for individual instruction time in conjunction with problems of academic learning, the teacher will arrange for volunteer help in the classroom in the form of students in the class, older students in the school, local high school or college students, parents, etc. The teacher will pre-arrange work to be done by volunteers, and provide feedback concerning implementation of planned work.

24) In determining TPs for learning and/or behavior problems of an individual student, the teacher will contact the parents and assess the extent of parental willingness to be involved in solution of the problem. Based on the response, the teacher will plan TPs which involve parental cooperation.

PERFORMANCE OUTCOMES FOR TEACHERS

developed by

Portland State University
Teacher Corps Project

PERFORMANCE OUTCOMES FOR TEACHERS

PORTLAND STATE UNIVERSITY

The Teacher Education Department of the School of Education at Portland State University promotes the development of educational programs adequate for, and responsive to, the changing conditions of a modern urban society. The Department commits itself to innovative approaches in the preparation of teachers.

The faculty of the Department seeks to:

1. Include in the teacher preparation program, performance outcomes that are appropriate to program areas such as human relations skills, multicultural education, career education, environmental education, interdisciplinary education, and special education.

2. Utilize performance outcomes in program planning as a means to individualize and accommodate diverse learning styles.

The attached thirty-one performance outcomes are a reflection of the faculty's commitment to these goals. The performance outcomes are generic in nature and require the student's application in the settings referred to in goal statement number one above. Each of the outcomes includes several sample behavior indicators which are acceptable as evidence that the outcome is being performed. The performance outcomes are to be applied during the student teaching phase of the teacher preparation program and verified by the time the student is eligible for certification.

Enabling performance indicators will be developed and included as objectives for the coursework and field experiences required prior to student teaching. They will be specified as knowledge, skill and attitude outcomes.

Assessment of the performance outcomes is accomplished by means that encourage internalized behavior change. In keeping with this rationale, criteria and procedures for assessment are to be negotiated jointly by the student teacher, the classroom supervising teacher and the university supervisor. This approach is considered essential to develop both a shared understanding and shared expectations among all the parties involved in assessment. Both are prerequisites for independent internalized learning since they allow the parties involved to decide in advance the standards of acceptable performance.

GOALS OF THE TEACHER PREPARATION PROGRAM AT P.S.U.

The overall goals of teacher preparation are to provide carefully planned learning experiences in a supportive atmosphere accepting of mistakes in which the student can:

GOAL CATEGORY	GOAL STATEMENT
Diagnosing	1.00 Diagnose the learning, emotional, and physical characteristics of the pupil(s).
Planning	2.00 Specify learning and teaching objectives in terms of observable pupil behavior.
	3.00 Use knowledge of subject matter (its fundamental concepts and methodologies) to select and structure relevant learning for pupils.
	4.00 Plan sequence, structure and organization of a variety of learning activities.
Instructional Implementation	5.00 Implement teaching strategies that are consistent with the learning objectives.
Evaluation of Learning	6.00 Use measures of the classroom learning environment and behavioral change in pupils as criteria for evaluation.
Pupil Management	7.00 Employ a variety of techniques and strategies designed to help pupils assume responsibility for their behavior.
Human Relations	8.00 Function effectively as an individual, as a group member, and as a facilitator of learning.
	9.00 Collect and interpret data on progress toward becoming a self-analytical, self-directed individual who is developing a personal teaching style.
Professional Awareness	10.00 Appraise school related and non-professional experiences as a means to identify deficiencies and plan for growth.
	11.00 Demonstrate ethical standards of conduct that are consistent with the professional responsibilities of being an educator.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
1.00 Diagnose the learning, emotional, and physical characteristics of the pupil(s).	1.10 Diagnose the learning characteristics of the pupil(s). applies verified	1.11 Cite pupil behavior in a variety of learning activities as appropriate evidence of general intellectual functioning. 1.12 Check perceptions of pupil's learning characteristics in available school records. 1.13 Identify and use tests which could be used to appraise a pupil's general learning characteristics.
	1.20 Diagnose the emotional characteristics of the learner including social attitudes, values, and behavior. applies verified	1.21 Describe specific behavior in a variety of learning situations which indicate a pupil's attitudes, values, and behavior. 1.22 Use accumulated date pertaining to the pupil's social attitudes, values and behaviors as basis for understanding pupil behavior. 1.23 Name other sources and evaluative techniques which could be used to improve the appraisal of a pupil's social attitudes and behavior.
	1.30 Diagnose the physical characteristics of the learner. applies verified	1.31 Describe a pupil's sensory functioning, motor development, and general health in a variety of learning activities. 1.32 Summarize accumulated data pertaining to the pupil's physical characteristics.
2.00 Use diagnostic data to specify learning and teaching objectives in terms of observable pupil behavior.	2.10 Write objectives in terms of observable behavior. applies verified	2.11 Use diagnostic data as a means of determining teaching and learning goals and objectives. 2.12 Write objectives in terms of intended pupil outcomes. 2.13 Write performance indicators. 2.14 Write and verbalize objectives which describe (a) observable pupil behavior, (b) conditions for learning, and (c) criteria for acceptable performance. 2.15 Recognize the bias built into many assessment instruments.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
3.00 Use knowledge of subject matter (its fundamental concepts and methodologies) to select and structure relevant learning for pupils.	3.10 Demonstrate knowledge of subject matter involved in the lessons being planned. applies verified	3.11 State generalizations about the content in the subject area being taught. 3.12 Define the meaning of any concepts to be used, with attention to the accuracy of supporting data. 3.13 Extend, review, revise, and update subject matter preparation when needed. 3.14 Locate resource materials. 3.15 Identify when and where to get assistance regarding subject matter. 3.16 Use language appropriate to subject matter and pupils' maturity and level of understanding. 3.17 Demonstrate an awareness and sensitivity to the cultural diversity that exists in the community and the world.
	3.20 Demonstrate ability to select suitable methodology and plan for its use. applies verified	3.21 Formulate daily lesson plans which are coordinated a unit plan or some other form of long-range planning. 3.22 Identify essential generalizations, concepts, skills and attitudes to be included in daily and long-range plans. 3.23 Organize content so as to provide continuity. 3.24 Relate concepts and information from one subject to another. 3.25 Provide for relationships to be made between curriculum and careers. 3.26 Use pupils' interests and experience in planning. 3.27 Use own cultural and experience background in planning. 3.28 Recognize and use positively the diverse cultural factors which influence individual student learning style and behavior. 3.29 Evaluate curriculum materials in terms of defensible multi-ethnic or multi-cultural content.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
4.00 Plan sequence, structure and organization of a variety of learning activities.	4.10 Demonstrate ability to select and organize teaching strategies. applies verified	4.11 Use a wide variety of learner activities over a long-range planning interval. 4.12 Provide learning experiences for different interests, attitudes, and abilities. 4.13 Plan use of instructional materials and media. 4.14 Plan organization and timing of each part of the lesson for maximum effectiveness. 4.15 List questions in lesson plan which involve higher levels of thinking. 4.16 Use a systematic approach to organize lessons. 4.17 Implement organization of pupil grouping and seating appropriate for the learning activity. 4.18 Specify the means of evaluating learner achievement. 4.19 Plan effective techniques for enhancing the self concept of all students regardless of cultural or ethnic background. 4.20 Plan methods which help students recognize and combat prejudice in its various forms. 4.21 Plan methods which help students understand and live with students from other cultural and ethnic groups.
5.00 Implement teaching strategies that are consistent with the learning objectives.	5.10 Use instructional resources appropriate for desired learning outcomes. applies verified	5.11 Organize equipment and/or materials for efficient utilization. 5.12 Order, operate, and manage audio-visual materials and equipment. 5.13 Obtain and use community resources (human and material). 5.14 Identify and select appropriate media and materials to support a multicultural curriculum. 5.15 Integrate multicultural curriculum activities with existing curriculum content.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
	5.20 Maintain a physical environment that is conducive to learning. applies verified ☐ ☐	5.21 Demonstrate flexible organization of the physical setting in line with the teaching style being used. 5.22 Control temperature, ventilation, lighting, etc., of the instructional facility. 5.23 Assemble displays, bulleting board items, interest centers, and other materials.
	5.30 Maintain routine procedures as part of the learning environment. applies verified ☐ ☐	5.31 Record student information. 5.32 Carry out routine activities. 5.33 Give clear and concise directions. 5.34 Deal with unexpected situations.
	5.40 Employ strategies which build on learner's interests and are appropriate to the subject. applies verified ☐ ☐	5.41 Employ an introductory procedure which is interesting to learner. 5.42 Establish a cognitive transition between the introduction and the lesson. 5.43 Include pupils in planning outcomes.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
	5.50 Use learner feedback to pace and modify lesson activities. applies verified ☐ ☐	5.51 Redirect learner or change emphasis to achieve objectives. 5.52 Vary lesson activities to cues to enthusiasm, apathy, or restlessness. 5.53 Adjust tempo and type of participation required for individual learners. 5.54 Utilize spontaneous learning situations throughout the lesson. 5.55 Guide learners by flexible use of indirect and direct teacher influence.
	5.60 Reinforce learning. applies verified ☐ ☐	5.61 Emphasize major facts, concepts and generalizations. 5.62 Coordinate previous, present, and future learnings. 5.63 Provide for consolidation of concepts and ideas covered in the lesson. 5.64 Provide for pupil summary or practice of new learning. 5.65 Reinforce successes of each learner.
	5.70 Demonstrate use of wide range of teaching strategies, such as: applies verified ☐ ☐	5.71 Lecture 5.72 Discussion 5.73 Simulation 5.74 Inquiry 5.75 Independent study 5.76 Role-playing 5.77 Small group investigations 5.78 Performance-contracting 5.79 Joint planning

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
6.00 Use measures of the classroom learning environment and behavioral change in pupils as criteria for evaluation.	6.10 Assess the effectiveness of the learning environment. applies verified	6.11 Evaluate pupil achievement of learning goals by using standardized and teacher-made instruments as well as informal observations. 6.12 Implement a personalized model for recording, evaluating and reporting pupil achievement. 6.13 Utilize evaluation data to plan programs for the improvement of pupil achievement. 6.14 Identify when and where assessment of social relations is needed in the calssroom. 6.15 Use formal and informal data-gathering devices to assess classroom social relations. 6.16 Assess individual pupil's self-concept.
7.00 Employ a variety of techniques and strat-strategies designed to help pupils assume responsibility for their behavior.	7.10 Use interpersonal skills effectively and appropriately. applies verified	7.11 Encourage pupil questions and open exchange of ideas. 7.12 Guide pupils to methods of determining and testing solutions. 7.13 Encourage peer interaction through leadership and membership opportunities. 7.14 Relate to students in a pleasant and relaxed manner. 7.15 Develop a mutual respect level with pupils.
	7.20 Use appropriate techniques and delegated authority applies verified	7.21 Define and carry out class expectations in a consistent manner. 7.22 Use various ways to change off-task behavior.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
8.00 Function effectively as an individual as a group member, and as a facilitator of learning.	8.10 Make progress in developing toward full potential as an individual. applies ☐ verified ☐	8.11 Obtain objective feedback to assess own strengths, weaknesses, needs and motivations. 8.12 Demonstrate willingness to try new behaviors provisionally. 8.13 Evaluate experimental behaviors to determine the reasons for successful and unsuccessful performance.
	8.20 Function effectively as a member of a group. applies ☐ verified ☐	8.21 Demonstrate appropriate communication skills. 8.22 Participate in various group membership roles. 8.23 Assist the group in identifying clear goals. 8.24 Contribute to the group process. 8.25 Contribute to the resolution of conflicts 8.26 Contribute to the establishing of a trust relationship.
	8.30 Function effectively as a facilitator of learning. applies ☐ verified ☐	8.31 Listen actively to others. 8.32 Behave in a way that is perceived by pupils as being empathetic. 8.33 Help others recognize and consider alternatives and choices. 8.34 Behave in a way which is congruent with stated intentions. 8.35 Assist pupils in clarifying alternative values and their consequences.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
9.00 Collect and interpret data on progress toward becoming a self-analytical, self-directed individual who is developing a personal teaching style.	9.10 Demonstrate the characteristics of being self-directed. applies verified ☐ ☐	9.11 Initiate discussion with supervisor about teaching style. 9.12 Propose alternative teaching behaviors. 9.13 Select action plans. 9.14 Make changes in teaching performance when appropriate.
	9.20 Demonstrate use of various data-gathering techniques. applies verified ☐ ☐	9.21 Consult classroom teacher, university supervisor and other staff members on various data-gathering techniques. 9.22 Use data-gathering techniques. 9.23 Observe and analyze various teaching styles. 9.24 Describe teaching styles.
	9.30 Evaluate teaching competence based on data collected. applies verified ☐ ☐	9.31 Collect data regarding pupils' progress in relation to instructional goals. 9.32 Reformulate instructional objectives in light of data collected and pupils' interests. 9.33 Identify relationship between learner performance and teacher behavior by using feedback from supervisors, pupils, and self.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
10.00 Appraise school related and non-professional experiences as a means to identify deficiencies and plan for growth.	10.10 Articulate and apply personal philosophy of education. applies verified ☐ ☐	10.11 Demonstrate awareness of current educational developments. 10.12 Relate current literature and research to various methods and approaches. 10.13 Define the role of community, its groups and agencies as they relate to the school. 10.14 Translate broad societal aims into relevant learning goals. 10.15 Use systematic methods as a basis for program planning.
	10.20 Assess skills, attitudes, and experiences that are necessary for successful teaching. applies verified ☐ ☐	10.21 Identify skills, attitudes, and experiences that are necessary for successful teaching. 10.22 Analyze leadership experiences outside of teaching in light of their relationships to pupils and schools.
	10.30 Identify areas for personal growth. applies verified ☐ ☐	10.31 Analyze and evaluate personal strengths and resources. 10.32 Analyze personal needs, values, and motivational factors as they affect teaching behavior. 10.33 Describe an action plan for personal growth incorporating knowledge, attitudes, and values.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
	10.40 Plan a program for additional training and experience. applies verified ☐ ☐	10.41 Define sources of assistance for professional enhancement. 10.42 Engage in a planned program of visits to other classes. 10.43 Determine areas requiring academic growth.
11.00 Demonstrate ethical standards of conduct that are consistent with the professional responsibilities of being an educator.	11.10 Apply ethical standards with pupils. applies verified ☐ ☐	11.11 Respect the confidentiality of information. 11.12 Respect pupils' roles, rights, responsibilities, and privileges. 11.13 Respect beliefs and opinions of pupils. 11.14 Help all students recognize the positive benefits of a pluralistic society.
	11.20 Apply ethical standards within professional relations. applies verified ☐ ☐	11.21 Refer problems directly to the personnel concerned. 11.22 Use appropriate administrative channels. 11.23 Explore all sides of controversial matters before making judgments. 11.24 Support agreed-upon policies. 11.25 Express convictions with discretion.
	11.30 Apply ethical standards in public relations. applies verified ☐ ☐	11.31 Promote image of the building and school district 11.32 Discuss problems directly with person involved. 11.33 Communicate teaching goals and objectives to supervisors, pupils, and parents. 11.34 Conduct parent conferences pertaining to goals of pupil, teacher, and parent. 11.35 Demonstrate ability to work with community groups that have a variety of interests.

THE STUDENT CAN:

GOAL STATEMENT	PERFORMANCE OUTCOME	SAMPLE INDICATORS
	11.40 Be aware of the role of various professional organizations. applies verified	11.41 Identify professional organizations useful to teaching. 11.42 Discuss purposes of various organizations. 11.43 Analyze usefulness of organizations to the role of a teacher.

APPENDIX C
NEEDS ASSESSMENT INSTRUMENTS

MANN SELF-ASSESSMENT COMPETENCY INVENTORY

developed by

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MANN SELF-ASSESSMENT COMPETENCY INVENTORY (GENERIC)

Developed by: Dr. Philip H. Mann 3/25/77
Director, Special Education Training
and Technical Assistance Center
University of Miami P.O. Box 248074
Coral Gables, Florida 33124
(305) 284-4100

The Mann Self-Assessment Competency Inventory is based on an extrapolation from the competencies listed in the Mann Taxonomy of Generic Competencies and the accompanying Educator Competency Paradigm. Each statement listed in the Taxonomy is delineated into two categories of competencies in the Inventory - knowledge and performance. For example, for each competency one question is related to information and knowledge and the succeeding question is related to experience or activities. The Taxonomy can also be used for delineating objectives for program development in both preservice and inservice areas of educator training.

The Mann Self-Assessment Competency Inventory is designed to be a self-analysis of areas of need pertaining to working with the following types of students

(a) all the students within an area of responsibility including,

(b) students exhibiting a slower rate of development, learning problems, sensory impairments, behavior problems, physical disabilities, or any combinations of these, and

(c) students who are gifted and talented.

The Inventory is comprised of a series of statements that relate to needs as perceived by the individual who is responding. The Inventory was designed to function as a vehicle by which educators can more precisely examine themselves and others in relation to perceived needs in different areas of diagnostic-prescriptive teaching.

The Inventory was developed over a three-year period of time and represents input from approximately 200 teachers and administrators. The statements contained within were developed in the following manner:

a. Approximately 800 statements concerning educator skills or competencies were collected from teachers and administrators.

b. These statements were categorized into the following general areas: Diagnosis-Student Assessment (D-SA); Curriculum-Instruction (C-I); Educational Management (EM); Behavior Management (BM); Special Education: School and Community (SE).

c. Further refinement resulted in the sixty statements that comprises the present Inventory.

Suggestions for Utilization

The Inventory can be used as

1. an assessment instrument to estimate self-perceived needs in each of the subareas (i.e., diagnosis-student assessment, curriculum-instruction; educational management; behavior management; special education: school and community.)
2. a vehicle for evaluating courses, workshops, or institutes in the particular subareas of concern.
3. an aid in the development of objectives for a course, workshop, or institute.
4. a way to organize the myriad of concerns and needs in the area of diagnostic-prescriptive teaching.
5. an estimate of educator needs that can be used in planning for school staff development activities.

Administering the Mann Self-Assessment Competency Inventory

1. The individual responds to each of the statements in the following manner:
   a. For Part I circle the appropriate number.
   b. For Part 2 rank the items within each subarea from 1 (the highest priority of need) to 10 (the lowest priority of need) as perceived by the individual(s) taking the Inventory in terms of their personal needs.
2. Complete the Summary Sheet in the following manner:
   a. Transfer the values for the 60 statements to the Summary Sheet under the headings "a" and "b". Then add the "a" and "b" columns and write the totals under the heading "a + b". "a + b" represents the combined value of a response to a particular need from different points of view.
      (1) All the "a" need statements are expressed in terms of gaining information and knowledge.
      (2) All the "b" need statements are expressed in terms of experience and activity involving measurable performance.
      (3) Combined "a" + "b" give a broader statement of need in terms of both knowledge and performance.
3. Part 2 represents a suggested delineation of each of the subareas. After the items are ranked by the individual(s) responding, they can then be compared to the needs as expressed in Part I.
4. The Inventory is not a test, but a means for examining with a greater degree of precision areas which may need further study. The items for each of the subareas can be analyzed and interpreted accordingly.

MANN SELF-ASSESSMENT COMPETENCY INVENTORY (GENERIC)[1]
Part I

NAME _____ DATE _____

ADDRESS _____ POSITION _____

_____ TELEPHONE _____

SCHOOL _____

The following information reflects my personal need for training that will enable me to be more effective with:

(a) all the students within my area of responsibility including

(b) students exhibiting a slower rate of development, learning problems, sensory impairments, behavior problems, physical disabilities, or any combinations of these and

(c) students who are gifted or talented.

I need

DIAGNOSIS-STUDENT ASSESSMENT (D-SA)

		Circle the appropriate number
1.	instruction in giving both formal and informal evaluation that relates more to specific instructional objectives.	No Need 1 2 3 4 5 Strong Need
2.	to use different kinds of tests and screening devices with both individuals and groups of students.	No Need 1 2 3 4 5 Strong Need
3.	information about different approaches to diagnosing students' needs.	No Need 1 2 3 4 5 Strong Need
4.	participation in activities that involve the planning of a student assesement program.	No Need 1 2 3 4 5 Strong Need
5.	information about how different individuals have implemented diagnostic programs in different types of educational settings.	No Need 1 2 3 4 5 Strong Need
6.	experience in setting up and implementing a diagnostic program.	No Need 1 2 3 4 5 Strong Need
7.	knowledge of the ways different individuals function as members of a diagnostic team.	No Need 1 2 3 4 5 Strong Need

[1]Philip H. Mann, Patricia A. Suiter, Rose Marie McClung. Handbook in Diagnostic-Prescriptive Teaching. 2nd ed. Boston: Allyn and Bacon, Inc., 1979.

8.	to participate as a member of diagnostic teams where information is analyzed.	No Need	1	2	3	4	5	Strong Need
9.	information about how diagnostic data should be interpreted to students, to parents, and others in the community.	No Need	1	2	3	4	5	Strong Need
10.	experiences communicating with parents in areas dealing with the diagnosis of their children.	No Need	1	2	3	4	5	Strong Need
11.	knowledge of ways to evaluate the effectiveness of a student assessment program.	No Need	1	2	3	4	5	Strong Need
12.	to develop instruments such as questionnaires that will evaluate the effectiveness of a diagnostic program.	No Need	1	2	3	4	5	Strong Need

CURRICULUM - INSTRUCTION (C-I)

13.	information about ways to relate diagnostic data to different types of curriculum and instructional approaches.	No Need	1	2	3	4	5	Strong Need
14.	to use different kinds of instructional materials and programs.	No Need	1	2	3	4	5	Strong Need
15.	examples of how different individuals have designed individual instructional programs.	No Need	1	2	3	4	5	Strong Need
16.	to design and make curriculum and instructional materials.	No Need	1	2	3	4	5	Strong Need
17.	knowledge of different ways to implement individually planned educational programs.	No Need	1	2	3	4	5	Strong Need
18.	to implement different instructional approaches in specific areas of curriculum such as reading and arithmetic.	No Need	1	2	3	4	5	Strong Need
19.	instruction in how to be a part of a team that develops individual curriculum and instructional programs.	No Need	1	2	3	4	5	Strong Need
20.	participation in interdisciplinary staff meetings where curriculum and instructional programs are designed for particular students.	No Need	1	2	3	4	5	Strong Need

21.	information on how to interpret curriculum and instructional goals and objectives for students to their parents and other appropriate individuals.	No Need	1	2	3	4	5 Strong Need
22.	to work with parents and members of community agencies in areas dealing with curriculum and instruction.	No Need	1	2	3	4	5 Strong Need
23.	information about different kinds of data collection devices that can be used to evaluate the quality and effectiveness of curriculum and instructional programs.	No Need	1	2	3	4	5 Strong Need
24.	to develop and use different kinds of evaluation devices to determine the effectiveness of curriculum and instructional programs.	No Need	1	2	3	4	5 Strong Need

EDUCATIONAL MANAGEMENT (EM)

25.	information about different ways to organize the classroom and the school for more effective individualization of instruction.	No Need	1	2	3	4	5 Strong Need
26.	to set up classrooms that are designed for more effective individualization of instruction.	No Need	1	2	3	4	5 Strong Need
27.	to be shown models or designs of different kinds of learning environments.	No Need	1	2	3	4	5 Strong Need
28.	to design and set up different learning environments.	No Need	1	2	3	4	5 Strong Need
29.	information on how different educational management systems are implemented in different types of educational settings.	No Need	1	2	3	4	5 Strong Need
30.	to implement different types of educational management systems such as grouping for instruction.	No Need	1	2	3	4	5 Strong Need
31.	to learn how teams of individuals plan and implement educational management programs for particular students.	No Need	1	2	3	4	5 Strong Need

32.	experiences as a member of teams to develop educational management strategies for particular students.	No Need	1	2	3	4	5	Strong Need
33.	knowledge about ways to communicate educational management strategies to students and their families.	No Need	1	2	3	4	5	Strong Need
34.	to work with parents and members of community agencies where educational management programs are developed.	No Need	1	2	3	4	5	Strong Need
35.	knowledge in ways different types of evaluation devices and techniques can be used for assessing the effectiveness of educational management programs.	No Need	1	2	3	4	5	Strong Need
36.	to develop questionnaires and rating scales that can be used to determine the effectiveness of an educational management program.	No Need	1	2	3	4	5	Strong Need

BEHAVIOR MANAGEMENT (BM)

37.	information about different types of behavior characteristics and ways to organize the classroom and the school for more effective behavior management.	No Need	1	2	3	4	5	Strong Need
38.	to set up different types of behavior management programs.	No Need	1	2	3	4	5	Strong Need
39.	to be shown examples of programs in the area of behavior management.	No Need	1	2	3	4	5	Strong Need
40.	involvement in designing behavior management programs for different types of students.	No Need	1	2	3	4	5	Strong Need
41.	knowledge in how different kinds of behavior management programs have been implemented in different types of educational settings.	No Need	1	2	3	4	5	Strong Need
42.	to implement different types of behavior management techniques.	No Need	1	2	3	4	5	Strong Need
43	to be shown examples of how teams of individuals plan and implement an effective behavior management program.	No Need	1	2	3	4	5	Strong Need

44.	experiences as a member of teams that develop behavior management programs for particular students.	No Need	1	2	3	4	5	Strong Need
45.	knowledge of ways to communicate behavior management strategies to particular students, their families and members of community agencies.	No Need	1	2	3	4	5	Strong Need
46.	to work with parents and community service personnel in behavior management programming.	No Need	1	2	3	4	5	Strong Need
47.	examples of how different types of evaluation techniques are used to evaluate the effectiveness of behavior management programs.	No Need	1	2	3	4	5	Strong Need
48.	to develop evaluation procedures and instrumentation as well as to carry out the analysis necessary for determining the effectiveness of a behavior management program.	No Need	1	2	3	4	5	Strong Need

SPECIAL EDUCATION: SCHOOL AND COMMUNITY (SZ)

49.	understanding of the concepts of handicapped and disabled and of the role and responsibility of the school in programming for handicapped and disabled learners in keeping with current legislation.	No Need	1	2	3	4	5	Strong Need
50.	participation in activities that will result in a better understanding of what persons with special needs, including the gifted and talented, have to deal with in today's society.	No Need	1	2	3	4	5	Strong Need
51.	information about different programs or instructional alternatives for students with special needs.	No Need	1	2	3	4	5	Strong Need
52.	participation in activities with other educators to design educational programs for students with special needs.	No Need	1	2	3	4	5	Strong Need
53.	knowledge about different approaches to programming for students with special needs within least restrictive environments.	No Need	1	2	3	4	5	Strong Need

54.	participation in shared responsibility relationships with other educators in implementing educational programs for students with special needs.	No Need	1	2	3	4	5	Strong Need
55.	knowledge of how educational teams approach the planning and implementation of programs for students with special needs.	No Need	1	2	3	4	5	Strong Need
56.	participation in educational teams where individual educational plans are developed for students with special needs.	No Need	1	2	3	4	5	Strong Need
57.	information on how to work with community agencies and with parents of students identified as having special needs.	No Need	1	2	3	4	5	Strong Need
58.	experiences with parents of students with special needs and with members of community agencies, including special interest groups, who provide support services or are otherwise concerned with these students and their families.	No Need	1	2	3	4	5	Strong Need
59.	information about how to evaluate programs for students with special needs in least restrictive environments.	No Need	1	2	3	4	5	Strong Need
60.	participation in the evaluation of total program efforts for students with special needs.	No Need	1	2	3	4	5	Strong Need

MANN SELF-ASSESSMENT COMPENTENCY INVENTORY (GENERIC)
Part 2

NAME _____ DATE _____

Rank the items under each of the areas from 1 (your highest priority of need) to 10 (your lowest priority of need). Write the numbers next to the items in the appropriate boxes.

Diagnosis-Student Assessment	Rank
Academic Achievement	
Vocational-Interest Inventories	
Social-Emotional Development	
Use of Specialists, e.g. Psychologist, Special Education	
Observation-Screening Devices	
Setting Up A Diagnostic Program	
Continuous Progress Evaluation	
Diagnostic Teams	
Use of Parents, Aides, Tutors	
Use of Specialized Tests	

Curriculum-Instruction	Rank
Language Arts, e.g., Reading, Writing, Spelling, Speech	
Arithmetic	
Science	
Social Studies	
Physical Education, Art, Music	
Team Planning and Implementation	
Use of Specialists, e.g. Reading, Special Education, etc	
Use of Parents, Aides, Tutors	
Vocational-Career Education	
Prescriptive-Precision Teaching	

Educational Management	Rank
Grouping, Grading, and Promotion	
Use of Specialists, e.g. Special Educators, Psychologists, Counselors	
Organizing Material	
Use of Parents, Aides, Tutors	
Classroom organization, e.g. open classroom, learning centers, etc	
Individualized Student Programs	
Team Planning and Implementation	
Managing Curriculum Systems	
Student Self-Correction Devices	
Student Inter and Intra Grade Mobility	

Behavior Management	Rank
Team Planning and Implementation	
Use of Specialists, e.g., Special Educators, Psychologists, Counselors	
Use of Parents, Aides, Tutors	
Behavior Modification	
Group Dynamics	
Individual Counseling	
Contracting	
Community Services, e.g. Mental Health, etc	
Environmental Modification	
Dealing with Disruptive Behavior	

MANN SELF-ASSESSMENT COMPETENCY INVENTORY (GENERIC)

Rank the items under each of the areas from 1 (your highest priority of need) to 10 (your lowest priority of need). Write the numbers next to the items in the appropriate boxes.

Special Education: School and Community	Rank
Classification-Definitions; Causation-Characteristics	_____
Historical Influences	_____
Educational Provisions	_____
Federal-State Legislation	_____
Parents-Community	_____
Attitudes-Sociality	_____
Support Systems	_____
Least Restrictive Environment (P.L. 94-142)	_____
Due Process (P.L. 94-142)	_____
Individual Educational Plan (P.L. 94-142)	_____

Comments:

MANN SELF-ASSESSMENT COMPETENCY INVENTORY (GENERIC)
Part 1

NAME _____ DATE _____

ADDRESS _____ POSITION _____

_____ TELEPHONE _____

SCHOOL _____

SUMMARY SHEET

Legend:
a = information-knowledge systems
b = experience-activity systems
D-SA = Diagnosis-Student Assessment
C-I = Curriculum-Instruction
EM = Educational Management
BM = Behavioral Management
SE = Special Education
a + b = Maximum Value of 10
Total a + b = Maximum Value of 300

Diagnosis-Student Assessment

Area	a	b	a + b
D-SA 1	1	2	1 + 2
D-SA 2	3	4	3 + 4
D-SA 3	5	6	5 + 6
D-SA 4	7	8	7 + 8
D-SA 5	9	10	9 + 10
D-SA 6	11	12	11 + 12
TOTALS			

Curriculum - Instruction

Area	a	b	a + b
C-I 1	13	14	13 + 14
C-I 2	15	16	15 + 16
C-I 3	17	18	17 + 18
C-I 4	19	20	19 + 20
C-I 5	21	22	21 + 22
C-I 6	23	24	23 + 24
TOTALS			

Educational Management

Area	a	b	a + b
EM 1	25	26	25 + 26
EM 2	27	28	27 + 28
EM 3	29	30	29 + 30
EM 4	31	32	31 + 32
EM 5	33	34	33 + 34
EM 6	35	36	35 + 36
TOTALS			

Behavior Management

Area	a	b	a + b
BM 1	37	38	37 + 38
BM 2	39	40	39 + 40
BM 3	41	42	41 + 42
BM 4	43	44	43 + 44
BM 5	45	46	45 + 46
BM 6	47	48	47 + 48
TOTALS			

Special Education

Area	a	b	a + b
SE 1	49	50	49 + 50
SE 2	51	52	51 + 52
SE 3	53	54	53 + 54
SE 4	55	56	55 + 56
SE 5	57	58	57 + 58
SE 6	59	60	59 + 60
TOTALS			

Compilation

Area	a	b	a + b
D-SA			
C-I			
EM			
BM			
SE			
TOTALS			

A STUDY OF INSTRUCTIONAL EFFICACY AS MEASURED BY THE MANN-SELF ASSESSMENT COMPETENCY INVENTORY

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PURPOSE: The study of student self-perception toward learning/competencies gains in a six week course of instruction that focused on diagnostic-prescriptive teaching, and ascertain the use of the Mann-Self Assessment Competency Inventory with instructional efforts.

DESIGN & PROCEDURE: The sample consisted of 46 students in a summer course working toward a credential in either Learning Handicapped, Speech & Hearing, Adaptive Physical Education, Music Therapy, or School Psychology.

Instruction consisted of three required texts with three objective tests; six case studies and IEP preparation; lecture & demonstration of ten assessment instruments; the administration, scoring, and writing reports of results of six instruments with actual subjects; and lecture about research and developments in the field per se.

The Mann-Self Assessment Competency Inventory was used as the criterion instrument with a pre-post test design using a six week period between testing. This instrument is comprised of 60 statements concerning needs perceived by the respondent on a scale from 1 to 5 for each statement. Statements can be categorized or clustered into the following subareas: Diagnostic-Student Assessment, Curriculum-Instruction, Educational Management, Behavior Management, and Special Education: School & Community.

Statistical treatment of data included correlated mean t-test and graphic analysis.

RESULTS: Multiple correlated mean t-tests indicated learning/competencies gains on all subareas and for the total inventory at the .01 level of significance. The students did perceive the instructional program as enhancing their professional knowledge and skills for diagnostic-prescriptive teaching. It is concluded that the Mann-Self Assessment Competency Inventory can be used effectively in teacher training.

Copies of the paper are available from the senior author upon request.

TABLE 1

PRE-POST SCORES ON THE MANN SELF ASSESSMENT COMPETENCY INVENTORY (GENERIC) PART I OVER A SIX WEEK INSTRUCTIONAL PERIOD

SUBAREAS ON INVENTORY	PRE/POST	N	$\bar{X}$	s.d.	t	p
D-SA	Pre	46	45.39	8.30	11.32	.01
	Post	46	26.89	9.98		
C-I	Pre	46	43.70	8.69	9.45	.01
	Post	46	27.86	10.11		
EM	Pre	46	42.26	9.12	10.51	.01
	Post	46	25.64	8.91		
BM	Pre	46	45.65	9.26	9.31	.01
	Post	46	29,65	11.04		
SE	Pre	46	42.58	12.68	7.79	.01
	Post	46	25.32	11.93		
TOTAL	Pre	46	218.37	37.83	10.08	.01
	Post	46	135.60	48.80		

TABLE 2

PROFILE OF PRE-POST SCORES ON MSACI
(Mann Self-Assessment Competency
Inventory, Generic - Part I)

SUBAREA	NO NEED	1	2	3	4	5	STRONG NEED	SCOR GAIN
			SCALE					
D-SA Diagnosis Student Assessment)	NO NEED	1	2	3	4	5	STRONG NEED	
	2.24					3.78		+ 1.
C-I Curriculum-Instruction	NO NEED	1	2	3	4	5	STRONG NEED	
	2.32					3.64		+ 1.
EM Educational Management	NO NEED	1	2	3	4	5	STRONG NEED	
	2.14					3.52		+ 1.
BM Behavior Management	NO NEED	1	2	3	4	5	STRONG NEED	
	2.47					3.80		+ 1.
SE Special Education: School & Community	NO NEED	1	2	3	4	5	STRONG NEED	
	2.11					3.55		+ 1.
TOTAL SCORE	NO NEED	1	2	3	4	5	STRONG NEED	
	2.26					3.64		+ 1.

CODE: Pre scores _____

Post scores ----------

A DECISION-SUPPORT SYSTEM FOR DESIGNING PROGRAMS FOR EDUCATORS:

SURVEY INSTRUMENTS AND GUIDELINES FOR THEIR USE

developed by

William J. Davis

Sponsored by the
University Council for Educational Administration

STAFF DEVELOPMENT PREFERENCES

OF URBAN SCHOOL PRINCIPALS

(Form A)

A Needs Assessment Survey
Sponsored by the

University Council for Educational Administration

DIRECTIONS:

1. Please remove the Answer Sheet which is the last page of this booklet. Answer all questions on the Answer Sheet.

2. Please respond by circling numbers or writing answers, as each question indicates.

3. Please return the Answer Sheet to the person who distributed the questionnaire to you. Your responses will be forwarded directly to the University Council for Educational Administration.

THANK YOU VERY MUCH FOR YOUR HELP

A. GENERAL INTEREST IN IN-SERVICE TRAINING PROGRAMS

A.1 In general, which of the following represents your interests in attending in-service professional development programs? (Circle one number on the Answer Sheet.)

1) high
2) medium
3) low
4) not at all interested

A.2 Assuming that programs concerning topics of your interest were available, approximately how much time would you be willing to spend attending in-service professional development programs during a school year? (Circle one number on the Answer Sheet.)

1) 1 day
2) 2 days
3) 3 to 5 days
4) 6 to 10 days
5) more than 10 days
6) no time at all

A.3 How much released time could you realistically expect to obtain during a school year that you would be willing to devote to your own in-service training? (Circle one number.)

1) 1 day
2) 2 days
3) 3 to 5 days
4) 6 to 10 days
5) more than 10 days
6) no time at all

A.4 In general, which of the following agencies do you think should have primary responsibility for designing in-service professional development programs for principals? (Circle the appropriate numbers.)

1) local school district
2) state educational agency
3) local groups of principals
4) university-related agencies
5) professional educational agency
6) other (specify)

A.5 Please indicate the extent to which the presence of each of the following features would affect your decision to attend an in-service program. (Circle a number in one column for each of the items listed below according to the following descriptors:

(4) Strongly attractive - would affect my decision to attend
(3) Attractive - a "nice" feature to have attached to a program, but would not affect my decision to attend
(2) Inconsequential - would have no effect upon my decision to attend and I would not care if it were present or not
(1) Detractive - would have a negative effect upon my decision to attend):

01) school district credit for pay purposes
02) obtaining released time
03) university credit
04) meet certification requirements
05) written certificate of achievement
06) program held in "attractive" location
07) widespread participation by peers
08) presentation by recognized scholar in field
09) opportunity to travel
10) other (specify)

A.6 Of the list of features presented in Question A.5 above, which feature is most attractive to you? (On the Answer Sheet, write the number of the most attractive feature.)

A.7 Excluding regular coursework at a university, approximately how many days did you devote to organized in-service professional development programs last year? (Circle one number.)

1) 1 day
2) 2 days
3) 3 to 5 days
4) 6 to 10 days
5) more than 10 days
6) no time at all

A.8 Did you take any classes at a university last year? (Circle one number.)

1) yes, during the summer
2) yes, during the school year
3) yes, during both the school year and summer
4) no

A.9 Excluding coursework at a university, how many different in-service programs did you attend last year? (Circle one number.)

1) none
2) one
3) two
4) three
5) four
6) more than four

A.10 Did you attend as many in-service programs last year as you would have liked to attend? (Circle one number.)

1) yes
2) no

A.11 If your answer to question A.10 above was "no," which of the following responses best describes your reason for not attending any (or any other) in-service programs? (Circle one number if appropriate.)

1) I could locate no (or no other) programs which were of interest.
2) I could locate no (or no other) programs which were scheduled at times I could attend.
3) I generally find in-service programs to be a "waste of time."
4) I could not obtain any (or any additional) released time.
5) I could not obtain any (or any additional) support funds for travel and/or fees.
6) My job responsibilities would not permit any (or any additional) absence.
7) Other (specify).

A.12 Within the last two years, was there a <u>particular</u> in-service program which you would have liked to attend but could not or did not attend? (Circle one number.)

1) yes 2) no

A.13 If your response to Question A.12 above was "yes," which of the following categories best describes your reason for not attending the program? (Circle one number if appropriate.)

1) I did not learn of the program until it was too late to make the necessary arrangements for attending.
2) I could not obtain released time.
3) The program occurred at a time when my job responsibilities required my continuous attention.
4) I could not secure the necessary funds for travel and/or fees.
5) My superiors took a dim view of my participating.
6) Other (specify)

B. PREFERRED FORMAT FOR IN-SERVICE PROGRAMS

In answering the questions in this section, please assume that we are discussing the elements of an in-service program on a topic of strong interest to you. That is, assume that you are committed to participate in an in-service program and we are now trying to fit the format of that program to your preferences. Naturally, these preferences must be tempered by the realities of your job responsibilities. Please try to balance these factors in answering the questions.

B.1 Given the dictates of reality, when should in-service training programs be held?

1) during the school year 3) during the summer
2) on school year holidays and vacations 4) other (specify)

B.2 If an in-service program were held during the school year, when should it be scheduled?

1) on weekends 2) during the "working day" 3) after working hours

B.3 If an in-service program were scheduled during the school year, during which <u>three</u> months (not necessarily consecutive) would it be most convenient for you to attend? (Circle <u>three</u> numbers on the Answer Sheet.)

1) September 5) January 8) April
2) October 6) February 9) May
3) November 7) March 10) June
4) December

B.4 Generally speaking, which type of in-service programs do you prefer:

1) intensive (only one gathering of the participants which may last for one or more days)
2) continuing (a series of gatherings on a weekly or monthly basis)

B.5 If you were to participate in an in-service program to be held within <u>easy commuting distance</u> and requiring six meetings of the participants (i.e., continuing), according to which schedule would you prefer that the meetings be held?

1) on consecutive days or night 3) bi-weekly
2) weekly 4) monthly

B.6 What is the maximum <u>one-way</u> distance you would travel to attend an in-service program and still consider the location of the program to be within "<u>easy commuting distance</u>"?

1) 5 miles 3) 20 miles 5) 100 miles 7) more than 200 miles
2) 10 miles 4) 50 miles 6) 200 miles

B.7 If you were to participate in an in-service program which had only one gathering of the participants (i.e., "intensive"), what is the maximum number of days which you feel you could/prefer to leave your job and attend the program?

1) 1 day
2) 2 days
3) 3 to 5 days
4) 6 to 10 days
5) more than 10 days
6) could not attend at all

B.8 If you were to participate in an in-service program of three days duration, which location would you prefer?

1) within easy commuting distance
2) in a distant city known for its tourist facilities

B.9 If you were to participate in an in-service program held in a city known for its tourist facilities, which particular city would you find most desirable?

B.10 Generally speaking and in terms of promoting your own learning, what is your preferred maximum duration for a lecture?

1) 15 minutes
2) 30 minutes
3) 1 hour
4) 1-1/2 hours
5) 2 hours
6) longer than 2 hours

B.11 Generally speaking and in terms of promoting your own learning, what is your preferred maximum duration for a discussion session?

1) 15 minutes
2) 30 minutes
3) 1 hour
4) 1-1/2 hours
5) 2 hours
6) longer than 2 hours

B.12 Generally speaking and in terms of promoting your own learning, what is your preferred maximum size of a discussion group?

1) 5 or fewer people
2) 6 to 10 people
3) 11 to 15 people
4) 16 to 20 people
5) 21 to 30 people
6) more than 30 people

B.13 In general, in what size group do you feel most comfortable and most effective?

1) programs with fewer than 10 participants
2) 10 to 25 participants
3) 26 to 50 participants
4) 26 to 50 participants
5) 50 to 100 participants

B.14 In general, which of the following groups is preferable in the role of principal trainer in an in-service program?

1) school administrators
2) university professors
3) "in-house" directors of staff development
4) other (specify)

B.15 Which of the following locations do you find most attractive for housing an in-service program?

1) school within easy commuting distance
2) nearby university
3) nearby convention facility
4) nearby retreat facility
5) non-local school
6) non-local university
7) attractive city at some distance from home

B.16 Assuming that each of the following modes of instruction is presented expertly, please indicate your degree of preference for each: (Circle a number in one column for <u>each</u> item.)

01) lecture
02) discussion groups
03) simulation
04) gaming
05) computer-assisted instruction
06) programmed learning
07) independent study
08) tele-lecture
09) films
10) case study
11) site visit
12) role playing
13) O.D. (organizational development) process techniques
14) supervised readings
15) internship experience
16) other (specify)

B.17 From the list of instructional modes in Question B.16 above, which is your <u>most</u> preferred mode?

B.18 From the list of instructional modes in Question B.16 above, which is your <u>least</u> preferred mode?

C. PERSONAL DATA

C.1 Age (in years)

C.2 Sex

1) male 2) female

C.3 Race or ethnicity

1) Native American (Indian)
2) Black
3) Caucasian
4) Oriental
5) Spanish surnamed
6) Other (specify)

C.4 Years of teaching experience prior to taking administrative position. (Do not include years as full-time administrator.)

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years
5) no prior experience

C.5 Total years of experience as a principal (Count the present year as one year of experience.)

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years

C.6 Years as principal of school of current employ.

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years

C.7 Level of academic attainment. (Circle one number indicating highest level of academic attainment.)

1) no college degree
2) Bachelor's degree
3) Specialist degree
4) Master's degree
5) Master's degree plus some additional graduate work
6) Master's degree plus all course work for the doctoral degree
7) Doctoral degree

C.8 Major field of graduate study: (Circle one number.)

1) no graduate work
2) educational administration and supervision
3) secondary education
4) elementary education
5) physical education
6) some other educational speciality
7) humanities or fine arts
8) physical sciences
9) social sciences
10) business
11) other (specify)

C.9 Are you presently pursuing an advanced degree? (Circle one number.)

1) yes
2) no, but I intend to start soon
3) no, and I do not intend to start soon

C.10 If your answer to Question C.9 was "yes," please indicate which times among the following you have taken courses toward the degree you are now pursuing. (Circle all appropriate numbers.)

1) night classes
2) summer classes
3) classes taken on sabbatical or leave other than summer
4) weekend classes
5) daytime classes not in above categories

D. INSTITUTIONAL DATA

The following questions concern the school of your current employ. For questions which require judgmental categorization, please choose the single most descriptive response. (Circle one number on the Answer Sheet for each question below.)

D.1 Level

1) elementary school
2) junior high school
3) middle school
4) general comprehensive high school
5) academic or college preparatory high school
6) vocational high school
7) school for the handicapped
8) other (specify)

D.2 Primary source of funding
1) public 2) private

D.3 Approximate student enrollment (average daily attendance)
1) fewer than 150 students
2) 150-499 students
3) 500-999 students
4) 1,000-1,999 students
5) 2,000-2,999 students
6) 3,000 or more students

D.4 Number of years school has received Title I funds
1) none for the last five years
2) 1 year
3) 2-3 years
4) 4-5 years
5) more than 5 years

D.5 Compared to other schools in my system, my school receives
1) more Title I funds
2) about the same amount of Title I funds
3) less Title I funds
4) no Title I funds

END OF QUESTIONNAIRE

ANSWER SHEET (FORM A) CODE _____

A1: 1 2 3 4

A2: 1 2 3 4 5 6

A3: 1 2 3 4 5 6

A4: 1 2 3 4 5
6: _____

A5:

	strongly attractive	attractive	inconse-quential	detractive
01	4	3	2	1
02	4	3	2	1
03	4	3	2	1
04	4	3	2	1
05	4	3	2	1
06	4	3	2	1
07	4	3	2	1
08	4	3	2	1
09	4	3	2	1
10	4	3	2	1

A6: number ____ is most attractive

A7: 1 2 3 4 5 6

A8: 1 2 3 4

A9: 1 2 3 4 5 6

A10: 1 2

A11: 1 2 3 4 5 6
7: _____

A12: 1 2

A13: 1 2 3 4 5
6: _____

B1: 1 2 3
4: _____

....continued next column....

B2: 1 2 3

B3: 1 2 3 4 5 6 7 8
9 10

B4: 1 2

B5: 1 2 3 4

B6: 1 2 3 4 5 6 7

B7: 1 2 3 4 5 6

B8: 1 2

B9: Most preferred city:
_____

B10: 1 2 3 4 5 6

B11: 1 2 3 4 5 6

B12: 1 2 3 4 5 6

B13: 1 2 3 4 5

B14: 1 2 3
4: _____

B15: 1 2 3 4 5 6 7

B16:

	Strongly Prefer	Mildly Prefer	Indifferent	Dislike	Not Appropriate
01	4	3	2	1	5
02	4	3	2	1	5
03	4	3	2	1	5
04	4	3	2	1	5
05	4	3	2	1	5
06	4	3	2	1	5
07	4	3	2	1	5
08	4	3	2	1	5
09	4	3	2	1	5
10	4	3	2	1	5
11	4	3	2	1	5
12	4	3	2	1	5
13	4	3	2	1	5
14	4	3	2	1	5
15	4	3	2	1	5
16	4	3	2	1	5

B17: Most preferred:
(number) _____

B18: Least preferred:
(number) _____

C1: _____ years

C2: 1 2

C3: 1 2 3 4 5
6: _____

C4: 1 2 3 4 5

C5: 1 2 3 4

C6: 1 2 3 4

C7: 1 2 3 4 5 6 7

C8: 1 2 3 4 5 6 7
8 9 10 11

C9: 1 2 3

C10: 1 2 3 4 5

D1: 1 2 3 4 5 6 7
8: _____

D2: 1 2

D3: 1 2 3 4 5 6

D4: 1 2 3 4 5

D5: 1 2 3 4

THE END

STAFF DEVELOPMENT PREFERENCES

OF URBAN SCHOOL PRINCIPALS

(Form B)

A Needs Assessment Survey
Sponsored by the

University Council for Educational Administration

DIRECTIONS:

1) Please remove the Answer Sheet which is the last page of this booklet. Answer all questions on the Answer Sheet.

2) Please respond by circling numbers or writing answers, as each question indicates.

3) Please return the Answer Sheet to the person who distributed the questionnaire to you. Your responses will be forwarded directly to the University Council for Educational Administration.

THANK YOU VERY MUCH FOR YOUR HELP

A. EXPERIENCE - INTEREST INVENTORY

A1 For each topic listed below, please indicate your experience and interest in or need for in-service professional development programs. For each topic circle one number in the Experience column and one number in the Interest-Need column according to the following definitions:

Experience categories:

4) Expertise - practiced in area extensively and could serve as a consultant
3) Some experience - worked in area, but not expert
2) Some knowledge - familiarity with some concepts, but have not worked in this area
1) No knowledge - very slight or no experience or knowledge in area

Interest-Need categories:

4) Very strong - if at all possible would participate in an in-service program on this topic
3) Strong - would probably enroll in an in-service program on this topic
2) Moderate - would enroll in an in-service program on this topic only if it were "convenient"
1) None - would not attend in-service on this topic

01) Organizational patterns
02) Affective education
03) Alcohol and drug education
04) Systems approach to ed. management
05) Basic skills development programs
06) Career education
07) Collective negotiations and grievance procedures
08) Community education
09) Community involvement in educational decision-making
10) Conflict management
11) Competency-based curriculum development
12) Computer assisted instruction
13) Criterion referenced testing and student assessment
14) Curriculum renewal
15) Designing and conducting needs assessments
16) Developing effective communication patterns within the school
17) Developing school goals and objectives
18) Differentiated staffing
19) Due process and statutory rights in staff and student personnel administration
20) Early childhood programs
21) Educational planning
22) Evaluating administrators and supervisors
23) Evaluating the instructional staff
24) Family life education (including sex education)
25) Human relations in administration
26) Law and the school administrator
27) Management information systems(MIS)
28) Management by objectives (MBO)
29) Managing student behavior
30) Multi-cultural education
31) New methods of financing education
32) Open education
33) Organizational development(OD)
34) Organizing and conducting tax levy and bond issue campaigns
35) Planning and directing support services (food, transportation, maintenance, etc.)
36) Planning & development of affirmative action programs
37) Politics of education
38) Program evaluation
39) Program Planning, Budgeting, Evaluating Systems (PPBS)
40) Role of the state education agency
41) School-community relations programs
42) School desegregation
43) Special education
44) Staff development
45) Staff selection and termination
46) Strike management
47) Effective use of time

A2 Of all the topics listed in Question A1 above, which one would be of greatest interest to you as a basis for in-service programs? (In the space indicated on the Answer Sheet, write the number of the one topic.)

A3 Of all the topics listed in Question A1 above, which one would be of least interest to you as a basis for in-service programs? (In the space indicated on the Answer Sheet, write the number of one topic.)

B. PERSONAL DATA

B1 Age (in years)

B2 Sex
1) male 2) female

B3 Race or ethnicity
1) Native American (Indian)
2) Black
3) Caucasian
4) Oriental
5) Spanish surnamed
6) Other

B4 Years of teaching experience prior to taking administrative position. (Do not include years as full-time administrator.)

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years
5) no prior experience

B5 Total years of experience as a principal (Count the present year as one year of experience.)

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years

B6 Years as principal in school of current employ

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years

B7 Level of academic attainment. (Circle one number indicating highest level of academic attainment.)

1) no college degree
2) Bachelor's degree
3) Specialist degree
4) Master's degree
5) Master's degree plus some additional graduate work
6) Master's degree plus all course work for the doctoral degree
7) Doctoral degree

B8 Major field of graduate study: (Circle one number.)

1) no graduate work
2) educational administration and supervision
3) secondary education
4) elementary education
5) physical education
6) some other educational specialty
7) humanities or fine arts
8) physical sciences
9) social sciences
10) business
11) other (specify)

B9 Are you presently pursuing an advanced degree?

1) yes
2) no, but I intend to start soon
3) no, and I do not intend to start soon

B10 If your answer to Question B9 was "yes," please indicate which of the following times among the following you have taken courses toward the degree you are now pursuing. (Circle all appropriate numbers.)

1) night classes
2) summer classes
3) classes taken on sabbatical or leave other than summer
4) weekend classes
5) daytime classes not in above categories

C. INSTITUTIONAL DATA

The following questions concern the school of your current employ. For questions which require judgmental categorization, please choose the single most descriptive response.

C1 Level

1) elementary school
2) junior high school
3) middle school
4) general comprehensive high school
5) academic or college preparatory high school
6) vocational high school
7) school for the handicapped
8) other (specify)

C2 Primary source of funding

1) public
2) private

C3 Approximate student enrollment (average daily attendance)

1) fewer than 150 students
2) 150–499 students
3) 500–999 students
4) 1,000–1,999 students
5) 2,000–2,999 students
6) 3,000 or more students

C4 Number of years school has received Title I funds

1) none for last five years
2) 1 year
3) 2–3 years
4) 4–5 years
5) more than 5 years

C5 Compared to other schools in my system, my school receives

1) more Title I funds
2) about the same amount of Title I funds
3) less Title I funds
4) no Title I funds

ANSWER SHEET - (Form B)

	EXPERIENCE				INTEREST-NEED			
	Expertise	Some Expertise	Some Knowledge	No Knowledge	Very Strong	Strong	Moderate	None
1	4	3	2	1	4	3	2	1
2	4	3	2	1	4	3	2	1
3	4	3	2	1	4	3	2	1
4	4	3	2	1	4	3	2	1
5	4	3	2	1	4	3	2	1
6	4	3	2	1	4	3	2	1
7	4	3	2	1	4	3	2	1
8	4	3	2	1	4	3	2	1
9	4	3	2	1	4	3	2	1
0	4	3	2	1	4	3	2	1
1	4	3	2	1	4	3	2	1
2	4	3	2	1	4	3	2	1
3	4	3	2	1	4	3	2	1
4	4	3	2	1	4	3	2	1
5	4	3	2	1	4	3	2	1
6	4	3	2	1	4	3	2	1
7	4	3	2	1	4	3	2	1
8	4	3	2	1	4	3	2	1
9	4	3	2	1	4	3	2	1
0	4	3	2	1	4	3	2	1
1	4	3	2	1	4	3	2	1
2	4	3	2	1	4	3	2	1
3	4	3	2	1	4	3	2	1
4	4	3	2	1	4	3	2	1
5	4	3	2	1	4	3	2	1
6	4	3	2	1	4	3	2	1
7	4	3	2	1	4	3	2	1
8	4	3	2	1	4	3	2	1
9	4	3	2	1	4	3	2	1
0	4	3	2	1	4	3	2	1
1	4	3	2	1	4	3	2	1
2	4	3	2	1	4	3	2	1
3	4	3	2	1	4	3	2	1
4	4	3	2	1	4	3	2	1
5	4	3	2	1	4	3	2	1
6	4	3	2	1	4	3	2	1

A2: Number _____ would be of greatest interest

A3: Number _____ would be of least interest

B1: _____ years

B2: 1 2

B3: 1 2 3 4 5
6: _____

B4: 1 2 3 4 5

B5: 1 2 3 4

B6: 1 2 3 4

B7: 1 2 3 4 5 6 7

B8: 1 2 3 4 5 6 7
8 9 10 11↓
_____

B9: 1 2 3

B10: 1 2 3 4 5

C1: 1 2 3 4 5 6 7
8: _____

C2: 1 2

C3: 1 2 3 4 5 6

C4: 1 2 3 4 5

C5: 1 2 3 4

IN-SERVICE ROLE INSTRUMENT

developed by

Western Michigan University
Teacher Corps Project

IN-SERVICE ROLE INSTRUMENT

INSTRUCTIONS:

Much has been said about what should happen in in-service programs for public school teachers. Also, there are different points of view about who has the main responsibility for doing things that need to be done. This questionnaire was designed to find out what you believe about the role of university professors and public school teachers in in-service programs for teachers. Please answer each question in a way which best indicates your own opinion.

PLANNING AND ORGANIZING IN-SERVICE GROWTH FOR TEACHERS

Whose responsibility is it to:

1. Develop school system policies to facilitate an effective in-service program for teachers?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

2. Secure the funds needed for an effective in-service program?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

3. Persuade teachers who might benefit from a planned in-service experience to participate?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

4. Conduct formal needs assessments (i.e., questionnaire, interviews, etc.) to determine the in-service needs of teachers?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

5. Develop and disseminate flyers, brochures, etc. which advertise in-service program offerings?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

6. Survey teachers to identify their in-service needs?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

7. Establish priorities with regard to expressed needs?

__ Public school personnel should do this. __ University personnel should do this.
__ Public school and university personnel should share equally in doing this. __ This need not or should not be done.
__ Other (please specify) _____

8. Develop an organization to provide for the administration of in-service activities?

__ Public school personnel should do this. __ University personnel should do this.
__ Public school and university personnel should share equally in doing this. __ This need not or should not be done.
__ Other (please specify) _____

9. Anticipate coming changes or emerging needs in public education in order to plan for future in-service activities?

__ Public school personnel should do this. __ University personnel should do this.
__ Public school and university personnel should share equally in doing this. __ This need not or should not be done.
__ Other (please specify) _____

10. Match the goals of an in-service program with general school system priorities?

__ Public school personnel should do this. __ University personnel should do this.
__ Public school and university personnel should share equally in doing this. __ This need not or should not be done.
__ Other (please specify) _____

11. Work to solve organizational or policy problems in the school system which hinder the development of effective in-service programs?

__ Public school personnel should do this. __ University personnel should do this.
__ Public school and university personnel should share equally in doing this. __ This need not or should not be done.
__ Other(please specify) _____

12. Work to solve organizational or policy problems in the university which hamper the ability of university personnel to be useful in in-service for teachers?

__ Public school personnel should do this. __ University personnel should do this.
__ Public school and university personnel should share equally in doing this. __ This need not or should not be done.
__ Other (please specify) _____

13. Develop long-range planning for in-service?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

14. Define competencies that are required of in-service instructors or resource people?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

15. Develop a process of identifying potential in-service instructors or resource people?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

16. Examine the professional background and skills of potential instructors or resource people to determine if they are competent to provide in-service?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

17. Take the initiative in setting-up opportunities for university personnel to observe and become aware of the realities of public schools?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

18. Interact with school system administrators so as to understand the administrative context for the in-service program?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

19. Keep abreast of new, innovative ideas in in-service education by professional reading and participation in conferences?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

20. Maintain and extend particular areas of specialization so as to be useful as an in-service instructor or resource person?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

CONDUCTING AN IN-SERVICE EXPERIENCE - A COURSE - A WORKSHOP, ETC.

Whose responsibility is it to:

21. Formulate the goals for specific in-service activities (e.g., a class, a workshop, etc.)?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

22. Formulate the objectives for the specific in-service experience?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

23. Develop a plan describing how the objectives of a specific in-service experience (e.g., a class, a workshop, etc.) can be achieved?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

24. Select the specific activities which will be part of the in-service experience?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

25. Prepare materials needed for the in-service experience?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

26. Provide demonstration sessions in schools pertaining to the objectives of the in-service experience?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

27. Integrate new information and skills from an in-service experience with information and skills already possessed by participants?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

28. Supply information to in-service participants about how further professional development and growth might be obtained (e.g., other courses, other curricula, other experiences, etc.)?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

29. Develop alternative modes of delivery of in-service which vary from the standard classroom instruction?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ University personnel should do this.
__ This need not or should not be done.
__ Other (please specify) _____

30. Establish a procedure so that the university person becomes involved in the public school situation?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

31. Serve as an in-service consultant for public school teachers?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

32. Conduct an evaluation of the effectiveness of the experience?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

33. Provide feedback about the experience to school system personnel and administrators?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

34. Evaluate the in-service instructor or resource person conducting the in-service?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

35. See to it that in-service instructors or resource people who have not been successful in the in-service experience do not continue to serve in other similar experiences?

__ Public school personnel should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

36. Structure follow-up activities to maintain and extend the skills acquired in an in-service program?

__ Public school personnal should do this.
__ Public school and university personnel should share equally in doing this.
__ Other (please specify) _____
__ University personnel should do this.
__ This need not or should not be done.

A few questions about you...

1. __ Male __ Female

2. Are you:

__ Public school employee
__ University employee
__ Other (please specify) _____

3. How long have you been involved in education (other than as a student)?

__ 1-3 years
__ 4-9 years
__ 10-20 years
__ More than 20 years

COMPREHENSIVE COMMUNITY SURVEY

developed by

University of Texas at
El Paso - Canutillo
Independent School System

CANUTILLO AREA

COMPREHENSIVE COMMUNITY SURVEY

Dear Community Member:

As we all know, Canutillo is one of the fastest-growing communities in the area.

In order to keep up with the changes that accompany growth, the Canutillo Independent School District, in cooperation with the Teacher Corps from the University of Texas at El Paso, is conducting a comprehensive survey in order to identify the needs of the community.

By identifying these needs, we will be able to up-grade old programs or study the needs of new ones as the situation indicates.

Your cooperation is deeply appreciated. Together we can work to make this community a better place to live, with the opportunities that everyone deserves.

If you have any additional information that you feel would be of benefit to the community, please call the Canutillo Independent School District Teacher Corps Office, Tels. 877-3757, 747-5371.

Thank you,

Mr. Don Davison
Community Coordinator
Teacher Corps, UTEP

CANUTILLO AREA

COMPREHENSIVE COMMUNITY SURVEY

SECTION SURVEYED _____

ADDRESS _____

1. Have you participated in a survey prior to this one? Yes _____ No _____

   If so, by whom? (Interviewer may prompt by naming a few agencies)

   _____

2. How long have you lived in the Canutillo area?

   0-1 yr. ____ 2 to 5 yrs. ____ 6 to 10 yrs. ____ 11 or more _____

3. Do you own or rent your home? Own _____ Rent _____

4. How many people in the household? _____

5. How do you find out about what's going on in the community? (Interviewer may prompt by giving examples such as: neighbors, posters, church announcements, etc.)

   _____

6. Do you feel you are involved in your community? Yes _____ No _____

   If YES, how? _____

   If NO, why? _____

7. Do you belong to any clubs or organizations? Yes _____ No _____

   If YES, what kind? _____

   If NO, would you like to? Yes _____ No _____

   What kind? _____

8. Are you aware that there is a school/community council which acts as an advisory council to Dr. Ramirez, the school superintendent?

   Yes _____ No _____

   If NO, the interviewer should explain the function of the council to the

participant. If they do not know who Dr. Ramirez is or the function of the superintendent, explain briefly.

THEN, (or if #8 is yes) Would you be interested in participating?

Yes _____ No _____

9. Do you have children in your household? Yes _____ No _____

10. What are the ages of the children in the household?
(Note to interviewer: Indicate the number in each age group)

Preschool _____ 15 to 18 _____

5 to 11 _____ 19 to 25 _____

12 to 14 _____

11. Do you have children attending Canutillo Independent Schools?

Yes _____ No _____

If YES, what grade? (Number in each level)

Elementary _____ Jr. High _____ High School _____

12. Are there any school age children out of school? Yes _____ No ____

If YES, explain _____

_____

13. Have any members of the household graduated from Canutillo High School? Yes _____ No _____

If YES, what are they doing now? (Check one) College _____

Trade School _____

Working _____

Out of School & Out of Work _____

14. Are you aware of the Canutillo Independent School District Community Education Program?

Yes _____ No _____

If YES, do you participate in the program? Yes _____ No _____

If NO, (briefly explain the program, then ask the following:)

Could you or anyone in your household benefit from these classes?

Yes _____ No _____

What type of class would most benefit you? (Rank choices)

1. _____

2. _____

3. _____

15. What was the highest grade completed by:

a) husband or father _____ yrs. grade school

_____ yrs. high school

_____ yrs. collge

b) wife or mother _____ yrs. grade school

_____ yrs. high school

_____ yrs. college

16. How many members of your household are over 25? _____

Of these, how many are over 65? _____

17. Are there any problems such as child care, time conflict, or transportation that would keep you from attending classes?

_____

_____

18. Are you aware of Trintiy Coalition Daycare service? Yes _____ No ____

If YES, do you use this service? Yes _____ No _____

If NO, explain the service to the participant.

19. Below are listed problems that may exist in the community. Please indicate if the problem concerns you 1) not at all 2) some or 3) very much.

	not at all	some	very much
crime, vandalism & delinquency			
heavy motor traffic			
job opportunities			
equal opportunities and facilities			
poor housing			
drug and alcohol abuse			
poor health services			
job training and vocational instruction			
recreational opportunities			
family problems			

Please list any other problems which you feel exist in your community.

_____

_____

20. What social services are you aware of? (Interviewer may give examples such as C.E.T.A., Project B.R.A.V.O., Legal Aid, etc.)

_____

_____

21. What social services do you use? (food stamps, unemployment, etc.)

_____

_____

22. Do you receive these benefits in Canutillo or El Paso?

El Paso _____ Canutillo _____

If El Paso, would you prefer to receive them in Canutillo?

Yes _____ No _____

23. What other social services do you need or feel would benefit your community?

_____

_____

24. What organization do you feel does the most to help the community?

_____

_____

THANK YOU FOR YOUR TIME AND COOPERATION.

The following information is needed for our records, and will, as all other information in this survey, be used in strict confidentiality.

Name: Mr.
Mrs.
Ms. _____

Head of household _____

Occupation of Head of Household _____

Ethnic _____

APPENDIX D

CERTIFICATES

COMMUNITY EDUCATION

Canutillo, Texas

In recognition of the desire for Self-Improvement, this Certificate is presented to

_____

For completion of the Canutillo COMMUNITY EDUCATION Course in

_____

_____

Instructor

GROWTH IS THE ONLY EVIDENCE OF LIFE - Cardinal John Henry Newman

Awarded this _____ day of _____, 19 ____

_____

Superintendent, Canutillo ISD

_____

Director, Community Education

Certificate of Appreciation

PRESENTED TO

_____

IN RECOGNITION OF YOUR PARTICIPATION IN

COMMUNITY EDUCATION

Your contribution to Community Education is deeply appreciated. We hope this Certificate will serve as a remembrance of a pleasant occasion. Presented _____

_____ _____

Community Council Chairperson **Superintendent, Canutillo ISD**